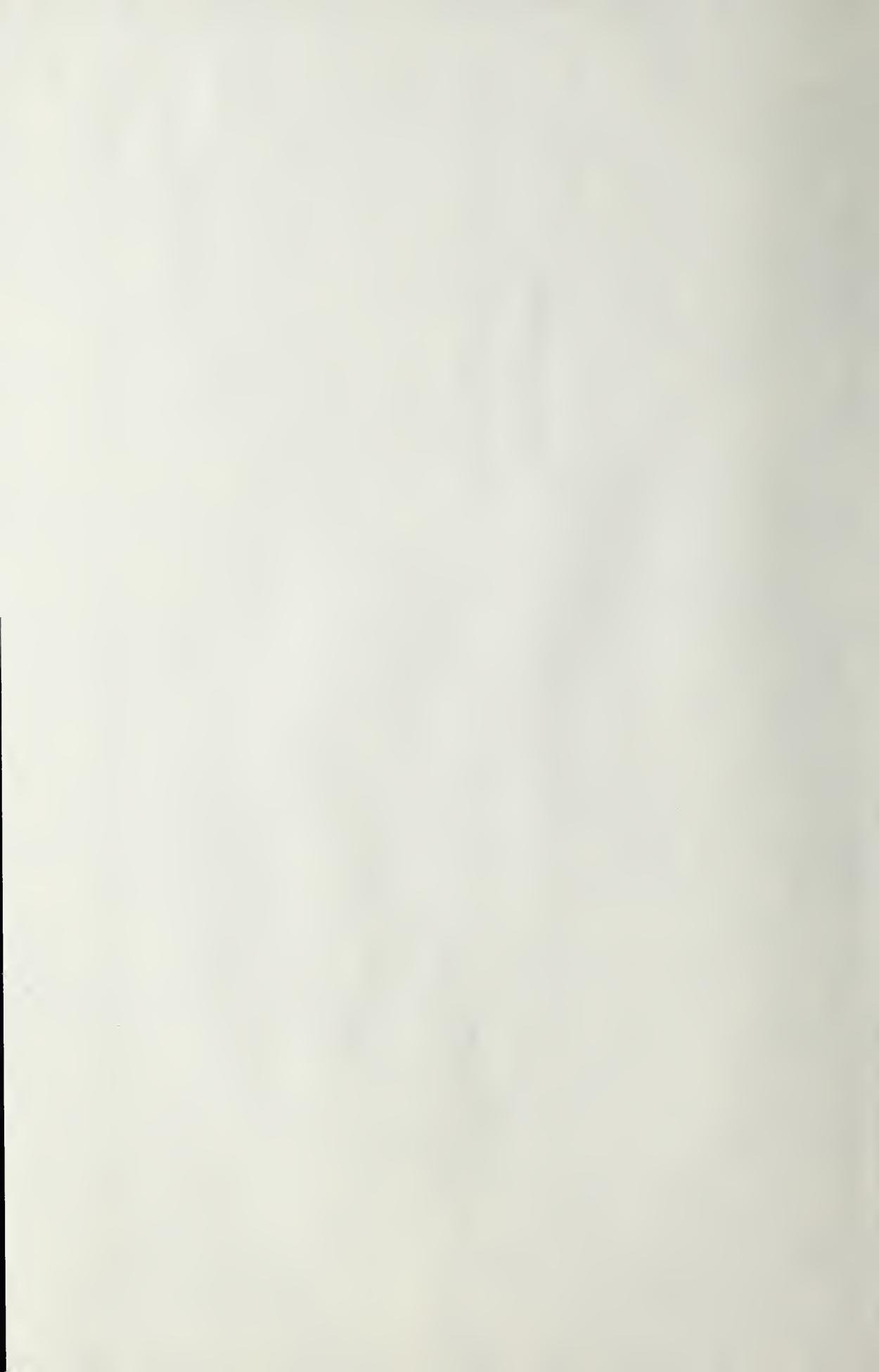




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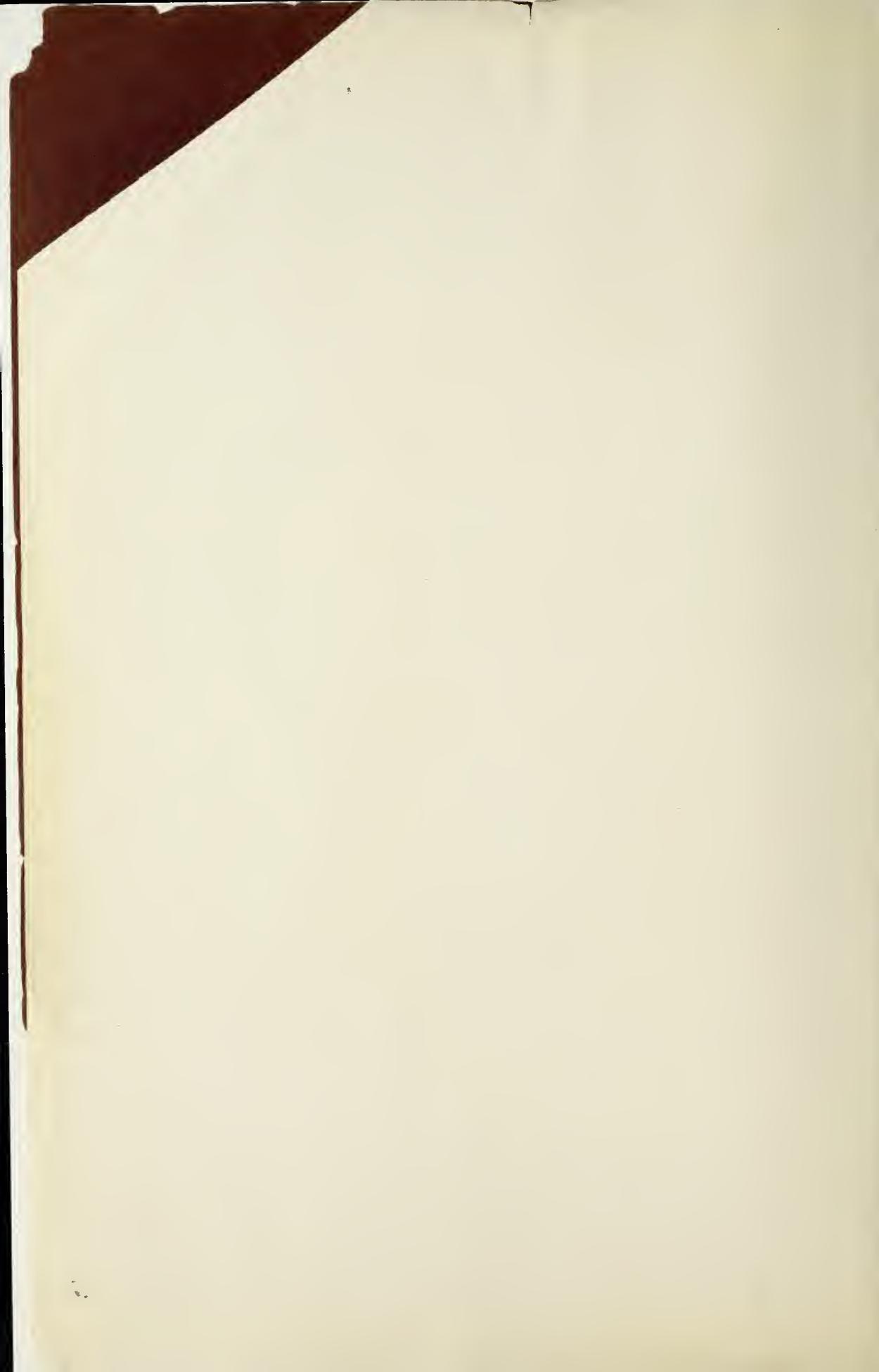
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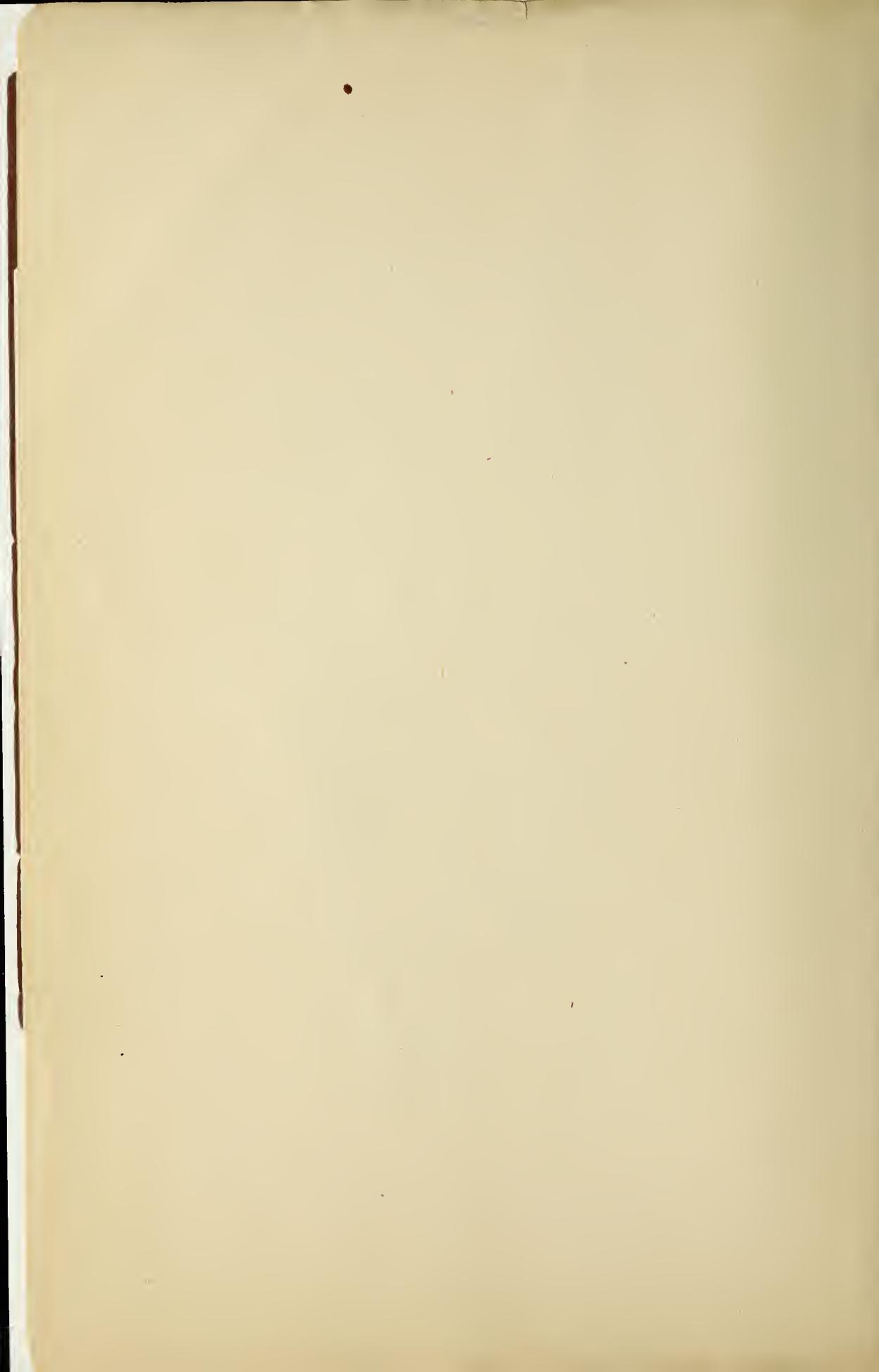
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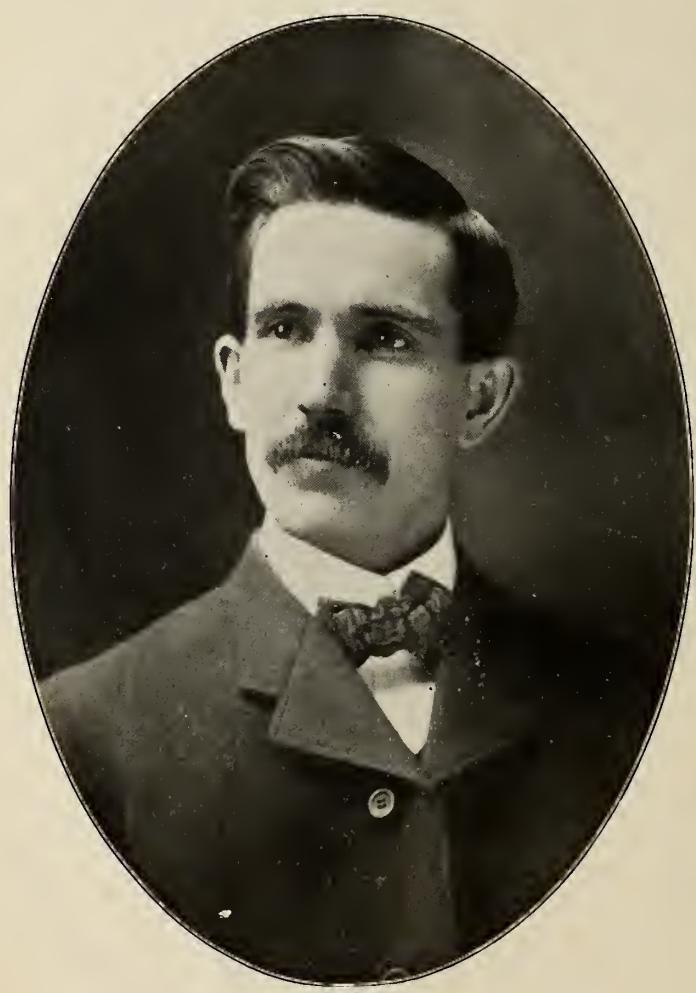
FOREWORD

"This book not too fat nor too lean,
Not the best nor the worst ever seen;
 Is just written for fun,
 And you'll find when you're done
Nothing horrible, hateful or mean."

DEDICATION

To him who for the last two years has
guided our steps and taught our classes;
who during his connection with Lancaster
High School has raised its standing in both
Scholarship and Athletics; to

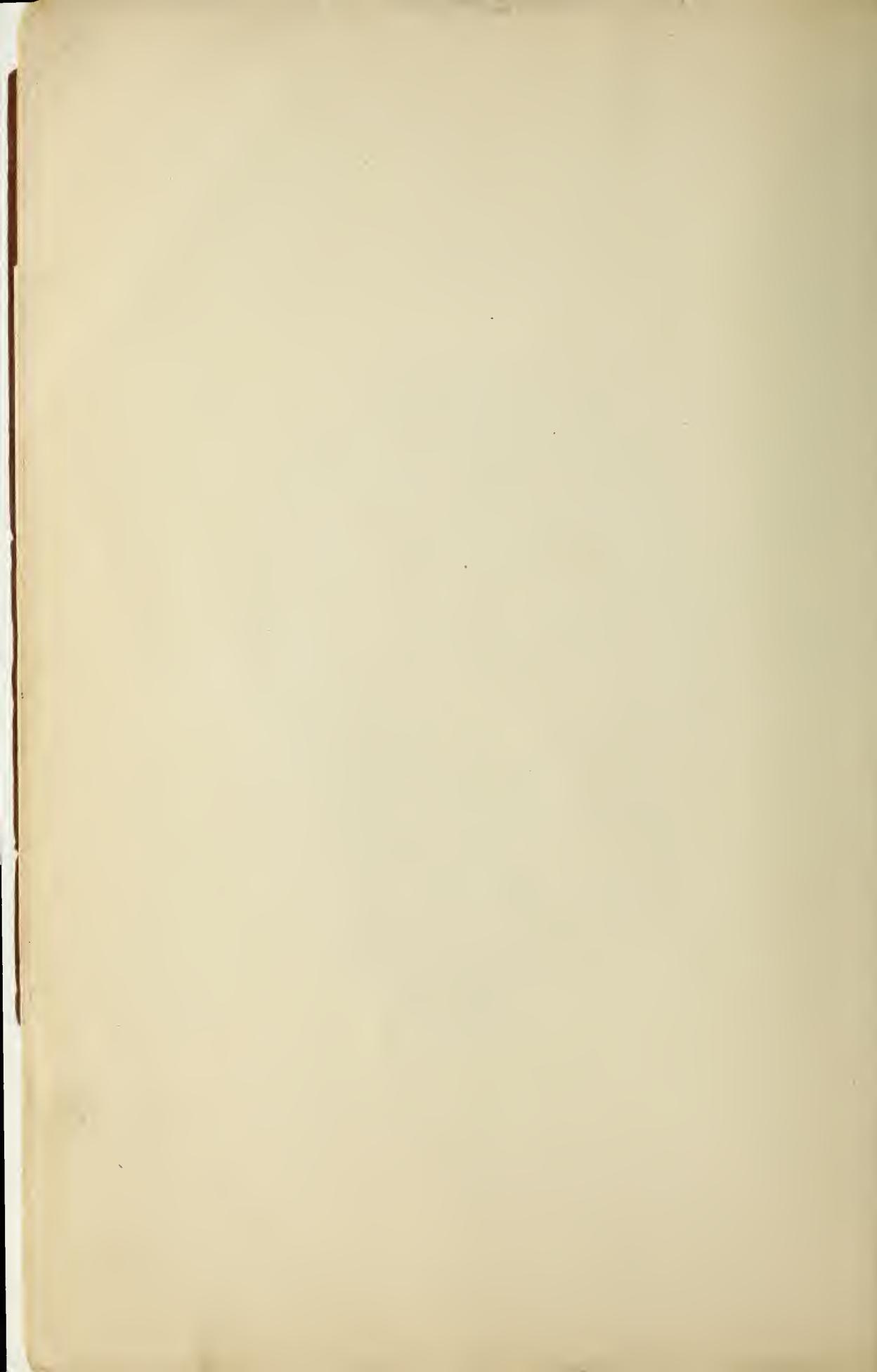
PROFESSOR CHARLES E. SLOTHOWER,
Our teacher, friend and benefactor,—
WE DEDICATE THIS VOLUME.

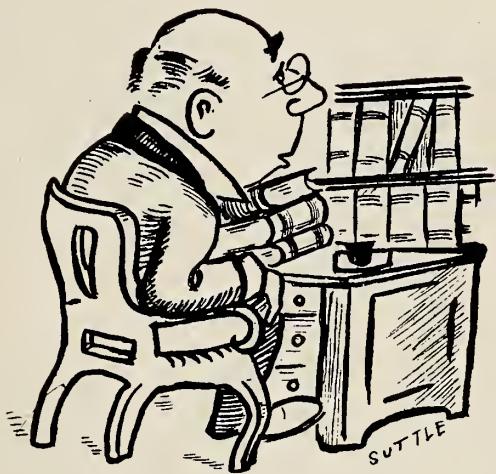


PROFESSOR CHARLES E. SLOTHOWER

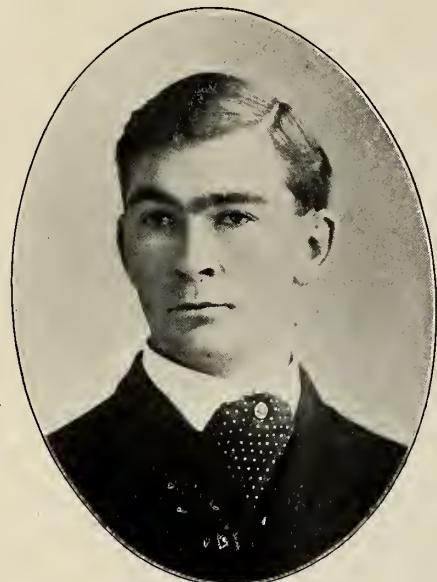
CHARLES EDGAR SLOTHOWER

Charles Edgar Slothower was born in Gratiot, LaFayette County, Wisconsin, on May 17, 1866. His early life was spent on a farm near Gratiot, where he attended a rural school until he was 17 years of age. He then entered the High School at Warren, Illinois, and completed the course in three years, after which he spent a year in the west sightseeing, ranching and hunting, which he greatly enjoyed. He then entered the Normal at Platteville, Wisconsin, and after four years he graduated in 1892. After this he taught for one term in a rural school in LaFayette county and then became principal of the High School at Trempealeau, Wisconsin, a position which he held for two years. In this period he met Miss Marion Mair, to whom he was married in 1895. They have one son, a boy, who bids fair to grow up as his father and become an extremely useful citizen. In 1894 he accepted a position as principal of the High School at West Salem, Wisconsin, which he held for six years, or until 1900, when he entered the University of Wisconsin, graduating in 1902 with the degree of Ph. B. His first position after graduation was as principal of the Greenwood, Wisconsin, High School for the year 1902-3. Since 1903 Mr. Slothower has been connected with Lancaster High School as principal. During his connection with our school he has raised its standard of education and has given hearty support to athletics. He has shown himself our friend as well as our teacher, and has won the esteem of all connected with the school. Mr. Slothower has also had considerable experience as a summer school teacher and has been an institute conductor for the state for the last few years.





THE FACULTY



FRED C. DUNCALF



BESSIE M. KILEBOURN



M. LOUISE SAWYER



CLARA W. STILES

THE FACULTY



FRED C. DUNCALF

Fred C. Duncalf was born at Lancaster, Wis., March 23, 1882. He attended the Lancaster public schools and graduated from the High School in 1900. After graduation from the High School he entered Beloit College, from which he graduated with the degree of B. A. in 1904. He was engaged as assistant principal of Lancaster High School for the year 1904-5 and is instructor in History and Mathematics.



BESSIE M. KILBOURN

Bessie M. Kilbourn is a native of Wisconsin, but has spent the most of her life in Nebraska. She graduated from the High School at Albion, Nebraska, in 1898, and from Doane College in 1903. The year following her graduation from college was spent teaching in the High School at Blue Hill, Nebraska, after which, in the fall of 1904, she was engaged as instructor of English in Lancaster High School.



M. LOUISE SAWYER

M. Louise Sawyer, instructor in Mathematics and Science, was born in Lake Geneva, Wisconsin. Her early life was largely spent in Nebraska. She graduated from Hyde Park High School in 1898 and from Beloit College in 1902. Her first school was the Lancaster High School, where she has taught since the fall of 1902.



CLARA WRIGHT STILES

Clara Wright Stiles was born in Beloit, Wisconsin, and lived there all her life. She attended the public schools of the city, graduating from the Beloit High School in 1898, in the Modern Classical course, and next year, through postgraduate work, obtained a second diploma for the Ancient Classical course. She graduated from Beloit College in 1903 and took postgraduate work in languages at the University of Wisconsin until the spring vacation in 1904, when she was engaged to succeed Miss Nicolls as instructor in Latin and German in Lancaster High School.

LANCASTER HIGH SCHOOL

Lancaster, the county seat of Grant county, is one of the most flourishing as well as one of the most beautiful towns in Southwestern Wisconsin. With its shady streets, its public park recently opened, its beautiful homes and its inviting churches, at which all are welcome, it is an ideal place for a boy or girl to obtain an education. The cost of living is very moderate. Board and rooms can be secured in private families at easy terms.

The High School building is a large two story brick structure, well heated and lighted. It is located in a large block and is made beautiful by a fine lawn with many trees and flowers, furnishing an ideal playground. The large assembly room of the building can easily seat 150 pupils and it is supplemented by large and attractive recitation rooms.

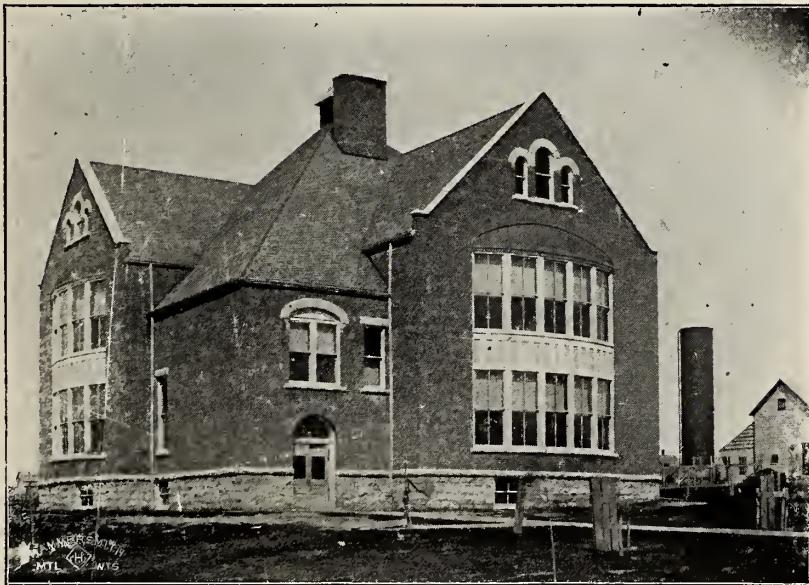
The school library is one of the best in this section. Several hundred volumes are always at the service of the pupils, and the City library of 1,500 volumes is also free to all. Much money is also represented by the costly apparatus of the Physics and other Science departments, the laboratory apparatus of this school being very extensive. Text books are rented from the school for a rental fee of twenty-five cents per year.

The school belongs to the Wisconsin Interscholastic Athletic Association, which makes it necessary for all who enter athletics to be also proficient in their studies. The various games are under supervision of the faculty and the aim is to develop muscle, manliness and self control, with a spirit of fair play.

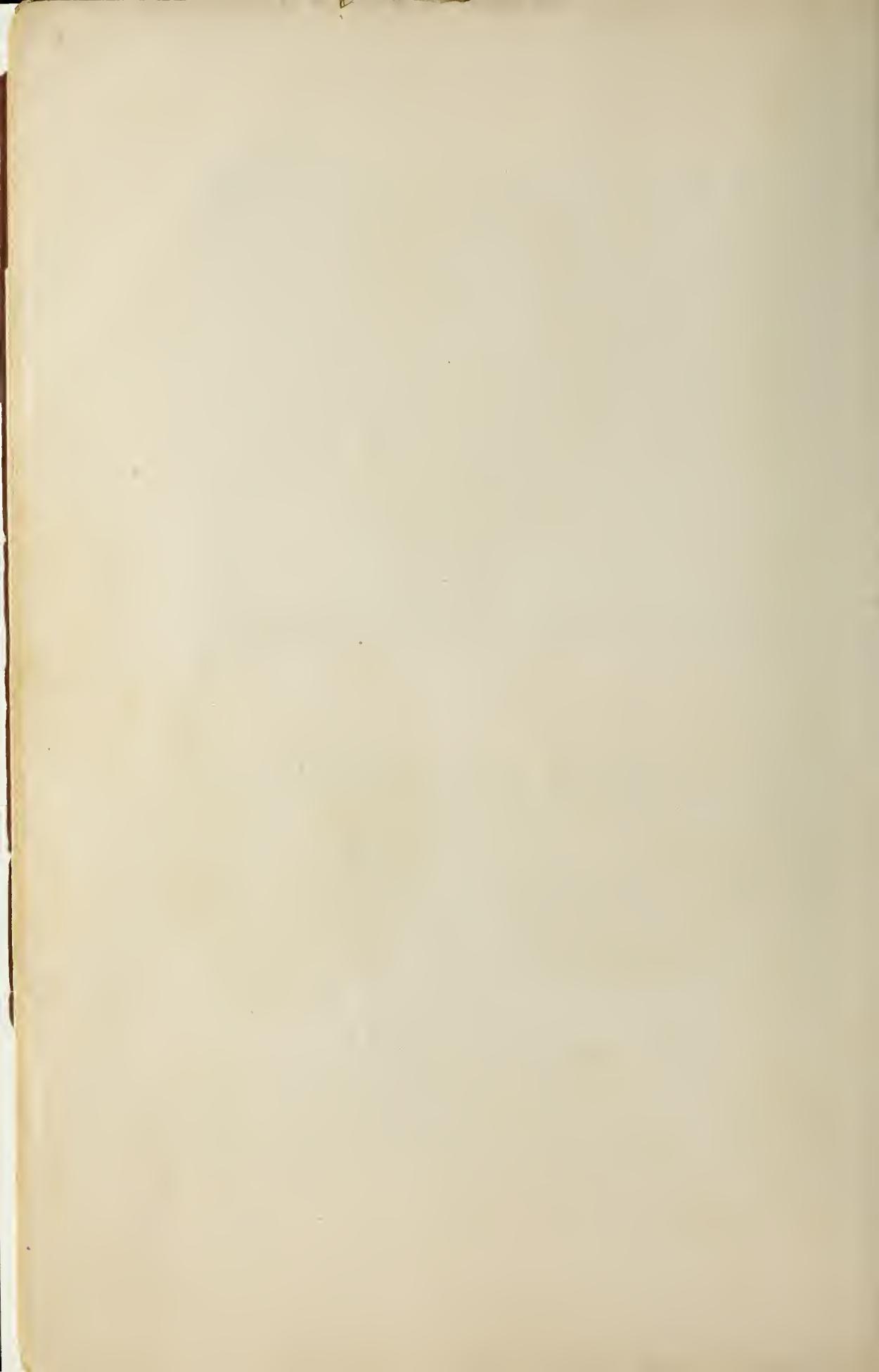
Pupils are admitted to the High School upon completion of the course in the lower grades or upon presentation of a diploma from the district schools. Tuition is free to all residents of Lancaster and all who present certificates from the County Superintendent stating that they have completed the course in the common schools, may have their tuition paid by the town from which they come, otherwise they must pay their own tuition, which is fifty cents per week. Graduates from this school are admitted to the University of Wisconsin and all other Universities and colleges of the state and to the third year of the several Normal schools without further examination.



HIGH SCHOOL BUILDING

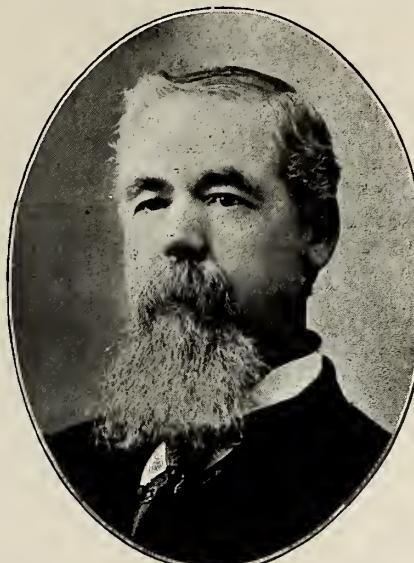


NORTH SCHOOL BUILDING



MEMBERS OF THE SCHOOL BOARD

Mr. W. E. Webb was born at British Hollow, Wis., March 9, 1848. With the exception of two years spent in Montana, he has always lived in this county. At present he is a member of the firm of Ivey & Webb, one of the oldest business partnerships in Grant coun-



W. E. WEBB

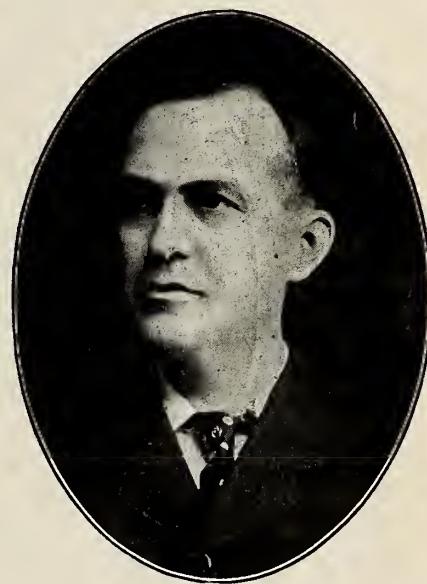
ty. He has held many positions of honor and trust. For the past ten years he has been president of the school board of Lancaster. He has always been interested in maintaining a high standard of efficiency for the Lancaster High School.



DR. S. E. HASSELL

Dr. S. E. Hassell was born at Platteville, Wisconsin, July 9, 1846. Most of his earlier life was spent near Madison. He attended Beloit college three years and later attended and graduated from Hahnemann Medical College, Chicago. He has been a member of the school board for the past fifteen years. He has done much to build up the schools of the city. He has a large medical practice in Lancaster and enjoys the highest confidence and esteem of the community. For the past five years he has been Mayor of the city.

Mr. Richard Meyer was born in Lancaster Oct. 10, 1857. He was educated in the Lancaster schools and University of Wisconsin. He has always been a resident of Lancaster. Is assistant cashier of the Union State Bank. Mr. Meyer has held many positions of honor and trust. He is now chairman of the County Board of Supervisors and treasurer of the school district. He has always been a staunch Republican and has taken an active part in political matters.



RICHARD MEYER JR.



THOMAS DUNCALF

Mr. Thomas Duncalf was born in England in 1852. He came to this county in 1866, since which time he has always been a citizen of Wisconsin.

Since 1885 he has been janitor of the High School. Mr. Duncalf has been a friend to hundreds of young men and women who have attended this school and has always taken pride in whatever contributes to its best interests. Lancaster may well pride herself upon having an ideal janitor. He is a man tireless in industry, tactful in dealing with children, and kindly to all. He has read much and is an authority in historical matters. It may well be said of him that he is "Janitor, Friend and Benefactor."



LIST OF FORMER PRINCIPALS

John Kennedy McGregor, 1870-72	E. M. Wood, 1882-86
Joseph H. Chamberlin, 1872-74	E. E. McDermott, 1886-88
John Brindley, 1874-76	Clyde R. Showalter, 1888-91
J. G. Davis, 1876-80	Charles L. Harper, 1891-93
R. L. Reed, 1880-82	L. L. Clarke, 1893-1903

COURSES OF STUDY

FIRST YEAR.—Work required of all:

Algebra 1,
Reading, Composition and Rhetoricals 1,
Physical Geography 1.

—Select one from the following:

Grammar $\frac{1}{2}$ and Physiology $\frac{1}{2}$, or
Latin 1.

SECOND YEAR —Work required of all:

Arithmetic-Bookkeeping 1,
Ancient History 1,
Rhetoricals.

—Select two from the following:

Botany 1,
American Literature 1,
Latin 1.

THIRD YEAR.—Work required of all:

Mediaeval and Modern History 1,
Geometry 1,
Rhetoricals.

—Select two from the following:

Latin 1,
German 1,
Rhetoric and Reading 1,
Zoology $\frac{1}{2}$ and Economics $\frac{1}{2}$.

FOURTH YEAR.—Work required of all:

Physics 1,
American History and Civics 1,
Rhetoricals.

—Select two from the following:

Latin 1,
German 1,
English Literature 1,
Advanced Algebra $\frac{1}{2}$ and Pedagogy-Psychology $\frac{1}{2}$.

Latin students must take at least two years' and all others at least three years' work in English.

Classical students who wish to select English Literature, should take Geometry the second year and English Literature the third year, otherwise they will have five studies during the fourth year.

All students must do the required work in rhetoricals and credit for work in English will be withheld until it is done.

ARITHMETIC--BOOKKEEPING

A year of arithmetic including bookkeeping is required of all students in the high school. The course is offered in the second year after the pupil has studied algebra. In this way the pupil can use his knowledge of algebra in getting an understanding of some parts of arithmetic. It has been customary to begin the study with percentage and later to extend it so as to include all subjects that may not have been well mastered. It is the aim to lay stress upon the parts of the subject that the pupil will use in practical business life, and to cultivate accuracy, rapidity and self-reliance in solving problems.

The work in bookkeeping is designed to give the student some practical knowledge in keeping simple accounts and in making out common business papers. It is not the intention to make expert accountants. The study of bookkeeping affords an excellent opportunity for the practical application of arithmetic to business methods.

Goodyear's Sixty Lessons in Business is used as a text. Seventeen lessons are given in the theory of accounts including single and double entry. Following this, forty-three lessons are given to practice in accounts. In the latter work, it is the design to make the work as practical as possible.

ALGEBRA

The course in algebra is begun in the ninth grade by an elementary course covering the work as given in Milne's elementary book. In this course, the student should become familiar with the terms commonly used in algebra; the distinction between positive and negative quantities; the processes in adding, subtracting, multiplying, and dividing algebraic quantities; the simpler methods of factoring; fractions; simple equations both literal and numerical. If time permits and there is evidence that the foregoing work is fairly well mastered, the subject of quadratics may be taken up. With most classes it has been found desirable to give much supplementary work in the elementary processes and not to attempt to extend the work farther than indicated.

In the high school, the work commences by a year's study of Wentworth's New School Algebra. The ground covered in the ninth grade is reviewed and a more extended study is given to all processes. The text is completed to ratio. Students who have never studied algebra before may be able to take this course if they are strong in mathematics. It will be better for students who expect to enter the high school from other schools to attempt to prepare themselves in the work as given in the ninth grade.

The advanced course involves such review of previous work as is found necessary. This review with most students will need to be begun

with the theory of exponents and should include radicals and quadratics. Following this is a study of ratio, proportion, variation, progressions, variables, and limits, properties of series, binomial theorem, and logarithms.

The advanced course is required of all students taking the English course and is elective for others.

GEOMETRY

The course of study provides a year's work in plane and solid geometry for all students in the high school. This study comes regularly in the third year but classical students who expect to take English Literature, should take it the second year.

Wentworth's book is used as a text. About twenty-four weeks are given to plane geometry and twelve to solid. The suggestions given in Bulletin of Information Number Twelve issued by the State Teachers' Association are followed as far as possible. These suggestions are as follows:

1. Pupils should be carefully drilled in the matter of axioms, postulates, and definitions and should be made to understand as early as possible the part these play in the development of the subject.
2. It is not desirable to abridge materially the work in the earlier part of the course as laid down in the text. It is necessary to go over a large number of elementary propositions so that the pupil may realize the nature of demonstration.
3. At the beginning, a single fact should be stated in each theorem; later it will be a useful exercise to combine a number of theorems into a single statement.
4. The term corollary should be reserved to designate a truth that really does follow from the main theorem as an obvious consequence and not as a truth requiring a more or less difficult demonstration.
5. The course as presented should be supplemented by not less than one hundred exercises and problems of a fair degree of difficulty. One hundred should be regarded as the minimum to be covered by the slowest pupils; brighter pupils will do more. Wentworth's text provides eight hundred sixty-five exercises in plane and solid geometry; some of these must be omitted in a year's course.
6. The solutions of many of the theorems should be merely suggested to the pupil, he being left to work them out in detail. In other cases he should be required to furnish the demonstration without help.
7. The fact that knowing geometry does not consist in a more or less accurate knowledge of any given set of theorems, but in the ability to grasp firmly and clearly the underlying process and concepts and to see quickly the method of attack when a new problem is presented should be kept constantly in mind.

This report suggests one hundred twenty-eight theorems in plane

geometry and sixty in solid geometry. If it is found to be desirable, a different selection may be made. By making a careful selection, it is found that many theorems can well be omitted, thus leaving more time for problems and exercises.

PHYSICS

A study of physics for one year is required of all students of the high school in the fourth year. Physics for High School Students by Carhart and Chute is used as a text.

The work consists of five daily recitations per week and three hours of laboratory practice per week for one year. In the class room work it is the aim to master the essential principles of the subject. This is done by a careful study of the text and reference books supplemented by qualitative experiments and discussions. While in the laboratory practice, the work is mainly quantitative although some qualitative experiments are performed. Chute's Laboratory Manual is used as a guide in the laboratory.

Both the class room study and the laboratory practice afford an excellent opportunity for the practical application of arithmetic, algebra and geometry. Careful attention is given to the solution of problems which involve the principles of the science.

The school is well supplied with apparatus for this study. It has been the policy of the Board of Education to purchase some good apparatus each year.

Every student is required to keep a note book in which he writes an account of his experimental work. The grading of the pupil is determined equally from class recitations, laboratory work and examinations.

BOTANY

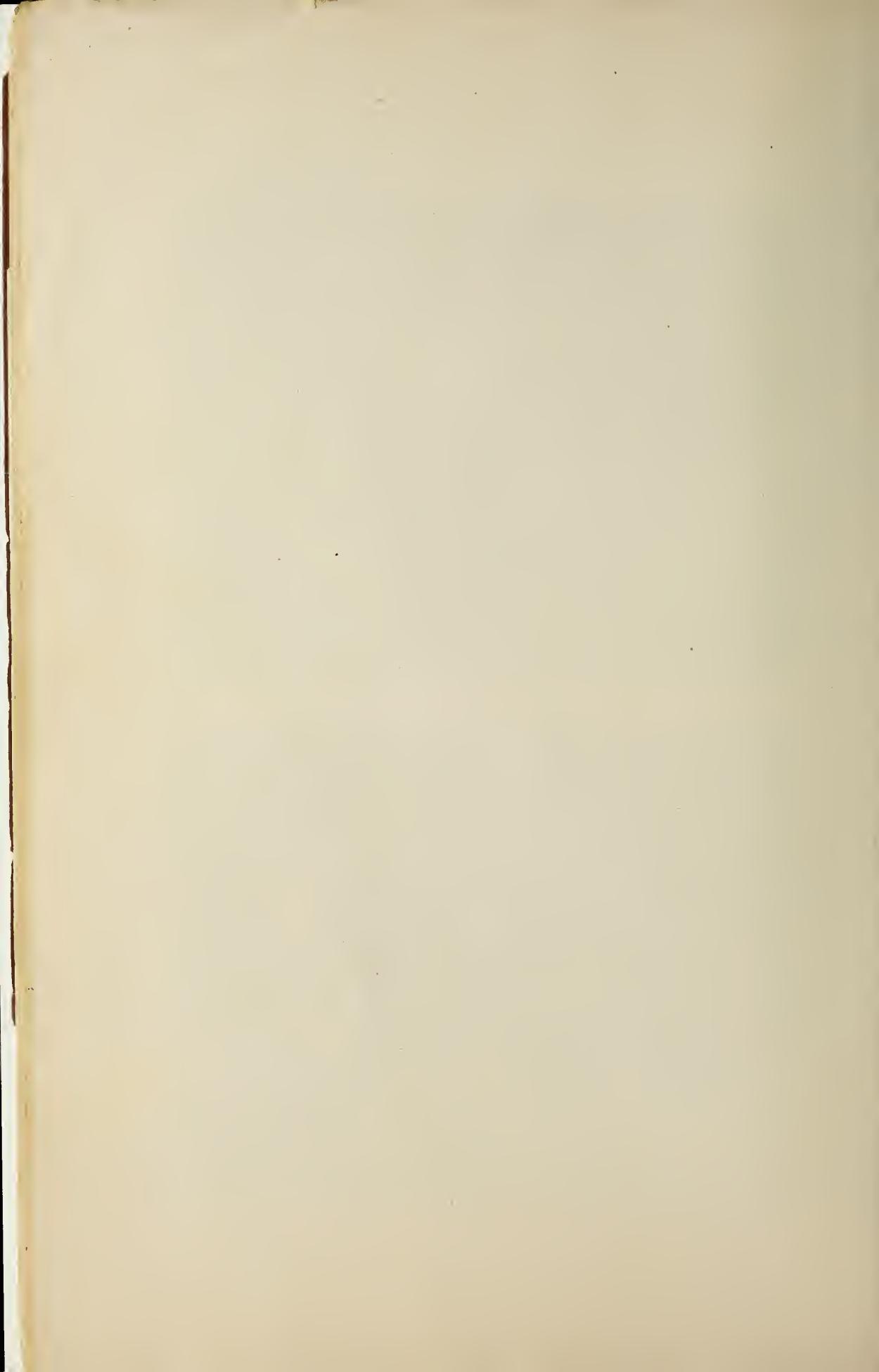
The text used is Coulter's Plant Studies. The first quarter is devoted to a study of life relations, structure and functions of roots, leaves and stems, class and laboratory work supplemented by field trips. In connection with work on leaves, photosynthesis, transpiration and respiration are demonstrated experimentally in the laboratory. The work with stems includes a study of sections aiming at a clear understanding of the structure and functions of the four tissues and especially those of the vascular system. Roots are studied primarily as organs of absorption. Soil and water roots are produced in the laboratory for study. Types illustrating their use as organs of food storage are also taken up. Geotropism and hydrotropism are illustrated by simple experiments.

During the second and third quarters the following types are studied to illustrate the evolution of the plant kingdom. The life history of



VIEWS IN THE LABORATORIES





each type is carefully traced and special emphasis laid on the indicated features:

I. ALGAE

1. Blue-green—*Gloeoocopsa*.
 - a. Unicellular plant body.
 - b. Reproduction by fission.
2. Green—*Ulothrix*.
 - a. Plant body a simple filament.
 - b. Reproduction by 1. Zoospores; 2. Gametes (isogamy)
—*Vancheria*.
 - a. Plant body a branched filament.
 - b. Reproduction by gametes (heterogamy).
3. Brown—*Fucus*.
 - a. Plant body a thallus.
 - b. Reproduction by gametes (heterogamy).
4. Red. These are treated briefly in a general way as types of forms highly specialized for a peculiar habitat. Reproduction is not emphasized.

II. FUNGI

1. Phycomycetes—*Mucor* as a saprophyte.
2. Ascomycetes—Lilac-Leaf Mildew as a parasite.
3. Aecidiomycetes—Wheat Rust—polymorphic. Special attention given to life history and economic importance.
4. Basidiomycetes—Mushroom.

III. LICHENS

Crustaceous—Foliose and Fruticose forms as illustrating symbiosis. The three forms contrasted as to light relations.

IV. BRYOPHYTES

1. Liverworts—Introduction of alternation of generation. Adaptation to land habitat in change in nature of asexual spores.
2. Mosses.—Development in size of the parasitic sporophyte. Reduction of the gametophyte begun.

V. PTERIDOPHYTES

1. Ferns.—Further reduction of the gametophyte. Sporophyte becomes independent. Size and structure developed. Vascular system introduced.
2. *Equisetum*.—Continued reduction of gametophyte. Gametophyte differentiated into antheridia bearing and archegonia bearing gametophytes.
3. *Selaginella*.—Establishment of heterospory with further reduction of gametophyte.

VI. SPERMATOPHYTES

1. Pine—Complete reduction of gametophyte, which becomes parasitic with introduction of indehiscent megasporangium. Analogy of structures emphasized. Pollination vs. fertilization. Relation of seed to other structures.

The following is the work of the fourth quarter:

2. Study of the flowers of common trees, such as boxelder, maple, elm, poplar. Analogy of structures and devices for securing pollination is given special attention.
3. Tulip.—Type for study of reproduction of higher plants. Evolution of the flower is discussed. Function of the floral envelopes and their relation to insect pollination studied.
4. Field and laboratory study of spring flowers. Analysis of different types required. Study of the general subject of "fruits" and devices for seed dispersion. Germination of the seed and resulting seedlings studied.

Field study of plant relations.

PHYSICAL GEOGRAPHY

A year is devoted to this study in the High School. The course includes what is generally given as elementary geology. In Physical Geography an attempt is made to give the student an elementary knowledge of the fundamental principles of the involved sciences. This is accomplished through reading, discussions with students and simple experimentation. Some laboratory work is also given; outdoor excursions are made to the interesting places near the school and a study is made of their essential features.

The first two quarters are given to a consideration of the following topics: The Earth in Space, Structure of the Earth, Face of the Earth, Erosion, Type River Systems, Underground Waters, Glaciers, Drift Sheet in the United States and Wisconsin, Lakes and Lake Basins, Development of Drainage Systems and Forms of Sedimentation.

The third quarter is devoted to a study of Mountains, Volcanoes, Land Sculpture, Coast Forms, The Sea, Sea Water, Ocean Currents, Tides, The Air, Rainfall, Winds, Storms, Weather and Climate, Plant Geography, Animal Geography, Geography of Man.

In the last quarter Historical Geology is taken up with Le Conte as a text. The library is well supplied with reference books for this year of science.

PHYSIOLOGY

The text used is Macy's Physiology for High Schools. The course, which is given during the last semester to first year pupils, is planned so

that the first three weeks are spent in demonstrations before the class or in laboratory exercises performed by the pupils, illustrating simple, fundamental chemical reactions. The aim is to impart such an idea of chemical elements and reactions as are required to understand the chemical changes involved in circulation, respiration and digestion.

Then a comprehensive and detailed study of the nervous system is taken up and it is made the foundation of subsequent work. In connection with the study of the structure, function and hygiene of all other organs or systems, their relation to and control by the nervous system is emphasized. This plan commends itself, first, because it gives a new point of view and so puts a freshness into the subject which it would otherwise lack, and second, because this viewpoint presents the body as a unit. It is hoped that by showing that the highest mental, moral and physical attainments demand the fullest development and most perfect co-ordination of the nervous system, as the unifying element, the student may become instilled with a wholesome respect for his body which will inspire an aim to secure its best development.

The laboratory work on the nervous system is begun by a brief survey of its evolution, tracing it by diagrams from the amoeba through the jelly-fish, star-fish, clam, earth-worm, to the fish with its true brain. Then the evolution of the brain is traced from the fish through the frog, reptile, bird and mammal to man. Drawings of the brains of fish, rabbit and sheep, previously dissected by the instructor, are required. The sheep's brain is studied in detail and the identification of parts made. Certain nerves are dissected and the students required to make drawings which show the connection of the nerve and its branches with the nerve center (spinal cord) and with the muscles.

The laboratory study of the skeleton consists in description and drawings of the various bones, from an unarticulated human skeleton, and such examination of fresh bones as will make clear their structures and the structure of joints. Muscles of the leg of the rat or rabbit are dissected out and drawings to show shape of muscles, relation to tendon, and tendon's relation to bone are made.

The eye is studied by dissection of prepared material with the aid of a model of the eye. The students have access to a model of the ear. The students are provided with a beef heart with attached blood vessels for examination in connection with the study of circulation.

The organs of the respiratory and digestive systems are studied from dissected specimens and their location and relation to one another demonstrated.

Throughout the course the aim is to make the laboratory work enlightening and interesting, and every effort is made to eliminate unnecessary and objectionable features which tend to alienate the student.

ZOOLOGY

Two quarters' work in zoology are offered to those desiring it. The course consists of regular class recitations five times per week and laboratory practice equivalent to three hours per week.

In the class room study it is the aim to give the student an elementary idea of the structure of types selected from the animal kingdom, and to awaken an interest in animal life.

In the laboratory a study is made of such forms as the amoeba, hydra, spider, crayfish, earthworm, clam and frog.

Some attention is given to the economic relations of bird life. It is hoped that this work will be especially valuable to those students who expect to teach school and to those who expect to pursue a scientific course at college.

LATIN

The first year's work in Latin is confined mostly to the study of Bennett's Foundations of Latin. In connection with this some training is given both to ear and eye in sight translation from English into Latin and from Latin into English.

During the second year four books of Caesar's Gallic War are read, and in connection with this the Roman army, camp and methods of warfare are studied and compared with our own. The course includes the equivalent of one lesson a week from Bennett's Latin Composition throughout the year.

The work of the third year includes four "Orations of Cicero against Cataline," his "Oration in Defense of Archias," and that in regard to "Manilian Law," outside reading on Roman political or civil life and one lesson of prose each week.

During the fourth year the class reads six books of Virgil's *Aeneid*. The pupil becomes acquainted and fairly familiar with the scansion and with the mythology upon which the epic is based.

GERMAN

The course in German is begun in the third year and two years are devoted to it. The class in beginning German bases its grammatical study upon Collar's Shorter Eysenbach. Some work in conversation is given. During the last two quarters stories from volumes I, II of "Märchen und Erzählungen" are read once or twice a week and the conversation is based upon these stories.

The second year work includes the reading of two or three of the standard German works. This year, '05, the class has read Schiller's drama, "William Tell; von Hillern's "Höher als de Kirche;" Lessing's "Minna von Barnhelm," and has spent some time upon prose composition, especially upon a review of the syntax of the German verbs.

HISTORY

Three years of history are offered, in which an attempt is made to cover the essential lines of historical development. As history is an essentially practical study, the purpose of the work is to give the best training for the requirements of everyday life and citizenship. Effort is made to give training in thought and discrimination, and to those not taking Latin it has similar advantages of continuous development.

ANCIENT HISTORY.—This course is given in the second year. The purpose of the course is to give a survey of history down to the time of the Holy Roman empire. Care is taken to emphasize the main outlines, while the emphasis laid on important events conforms to the length of the course. The Oriental peoples are considered only in such relations as have been influential on European history. The struggle with Persia, the growth and fall of the Athenian Empire, as well as the progress made in art and culture, are the leading topics dealt with in Greek history. The fusion of the Eastern civilization with the Greek and its effect on civilization is taken up next.

The second half of the year is devoted to Roman history and the invasion of western Europe by the Teutons. The development of the Roman constitution is traced. The growth of the Empire and the fall of the Republic, the great work of the empire and the cause of its fall.

The text used is West. Effort is made in a limited way to supplement the text with other references.

ENGLISH HISTORY.—The first half of the second year in history is devoted to English history. As far as possible the relation between English and American institutions is emphasized. Stress is laid on the continuous development that runs through English history. Beginning with Saxons, the conquest of the Normans, the growth of Feudalism, the growth of Parliament, the Tudor despotism and the gradual evolution of the modern England since the Puritan Revolution.

The text is not followed as closely as in the preceding course, but the student is expected to do more work in other reference works.

MEDIEVAL AND MODERN HISTORY.—This course following the half year of English covers the general history of continental Europe from 800 A. D. The work of the church, the Empire and Feudalism, the great institutions of the Middle period are all dealt with carefully. The Crusades, the Renaissance, the growth of the modern states of Europe, is the subject of the latter part of the course, especially the unification of Italy and Germany.

AMERICAN HISTORY.—The course comes in the last year of school and the preceding work in history is largely preparatory. The main outlines of national development are traced, the different periods of growth being carefully covered.

It is believed that the development of the constitution may best be

studied in connection with historical events. The history supplies abundant illustrations of the working of the constitution; this method is an improvement on the old method of teaching civics.

To make the constitutional side valuable, more time is spent on the growth of the political ideas of the colonies and their embodiment in the constitution. The constitution is carefully studied by itself; how it was adapted to the needs of the country and the way it has been interpreted.

More references are given and more outside work required than in the preceding courses.

ENGLISH

The aim in the English department is twofold: First, for the sake of those who look forward to further study, to meet the college entrance requirements; second, for those whose definite study is finished upon their graduation from the high school, to give as wide an acquaintance with the best in literature, as time and the maturity of the pupils will permit. The constructive side of the subject is especially emphasized in themes and other written work, care being taken to develop the pupil's use of clear, forceful English.

The course consists of daily class recitations and outside readings throughout the four years. An attempt is made to closely correlate the work in English with the other work of the school.

As preparation for the later work, Composition and Reading are required of all Freshmen. Scott and Denny's Elementary English Composition is used as a text. Scott's "Lady of the Lake," and George Eliot's "Silas Marner" are read and afford a basis for theme work. The required readings are from American history, biography, poetry and fiction.

The English study for the Sophomore year consists of the history and development of American literature, using as a text Pattee's American Literature. Interpretative studies are made of the best work of representative authors, such as the "Autobiography of Benjamin Franklin," Irving's "Sketch Book," Cooper's "Last of the Mohicans," Hawthorne's "House of Seven Gables," and extensive selections from the most prominent poets of America. Frequent theme work aids in the pupil's use of English and supplements the work of the preceding year. The required readings are all from American literature.

Rhetoric follows in the Junior year, Herrick and Damon's Composition and Rhetoric being used as a text. A careful study is made of Shakespeare's "Julius Caesar," Macauley's "Essay on Addison," and one good oration. Regular themes are required. The outside readings are historical novels and biography to correlate with the work in history.

A good foundation is thus laid for the English literature of the Senior year. Painter's English Literature is used as a text and critical

studies are made of the representative literary productions from the time of Chaucer to the present. "The Canterbury Tales," parts of the "Faerie Queen," "Macbeth," "As You Like It," Milton's minor poems, Burns' poems and Carlyle's Essay on Burns, Burke's Conciliation Speech, and representative works of the Victorian writers are studied and discussed. The book reviews are from the field of English literature and supplement the class work.

ECONOMICS

A half year is devoted to economics in the High School. It is the aim of this course to give pupils a definite understanding of the leading facts and principles which underlie the present social conditions. It is hoped that this study will better prepare the student for the duties of citizenship.

The work involves a study of production, exchange and distribution of wealth. Besides the text book study, the student is required to read standard works from the library, and to engage in discussions of different phases of the questions involved.

WOULDN'T YOU LIKE TO KNOW:

- Why certain Senior girls are prone to talk but never act?
- Why the Freshmen are troubled with insomnia just before "exams"?
- Why the instructions to the Botany class must always be shouted from the rostrum?
- Why the Sophomores are so brilliant?
- Why Clarence Webb grows fonder of "Lillies" every day?
- Why Browning and Van Dyke are the only ideal poets?
- Why Prof. Duncalf can't understand the difference between "acetic" and "ascetic."
- Why Ora Stitzer and Ned McCoy are always making such fools of themselves?
- Which Prof. Duncalf prefers—the latest "Stiles" or a trip to the "Hudson."
- What means Mr. Slothower's slow and measured tread?
- How to calculate the number of times Millie Lisherness laughs in one day?
- How to determine the amount of disturbance Frank Meyer creates?
- How to determine Paul Howell's capacity for cracking jokes?
- How to determine the number of "grafters" in the Lancaster High School?
- What the class of 1906 will do with those Physics problems?



C. Suttie.

SENIOR CLASS



AMIE BELSCAMPER

GERMAN SCIENTIFIC

Secretary of class, Chairman Photo committee, Class Poetess, Annual Board, Mills contest.

"Fun she loved, and noise as of a carnival, but history and mathematics more."

EMILY CRONIN

MODERN CLASSICAL

Chairman Chronicle committee, Annual Board.

"Herself, none other, she resembles."

RICHARD FALLEY

MODERN CLASSICAL

Vice President of class, Business and Editing, Literary and Advertising committees, Annual Board, Mills contest, Class Historian.

"Of manners gentle, of affections mild,
In wit a man, in ways a child."

RUSH GODFREY

MODERN CLASSICAL

Advertising and Photo committees, Football team (3),
Treasurer, (4).

"Here's quiet for you, self possession, thoughtfulness."

PAUL HOWELL

ENGLISH

Chronicle and Advertising committees, Mills contest.

"He who complies against his will is of the same opinion still."



FLORENCE JUDD

GERMAN SCIENTIFIC

Chronicle committee.

"Stately and slender and tall, majestically she moved."

LENA KRESS

GERMAN SCIENTIFIC

Literary committee and Annual Board.

"And still her tongue ran on."

BETH LISHERNES

MODERN CLASSICAL

Literary committee and Annual Board.

"Calm, cool and collected, surely she will rise in the world"

MERTON MARKERT

MODERN CLASSICAL

Literary committee and Annual Board.

"Life seems a jest of Fate's contriving."

PEARL McDONALD

ENGLISH

Chairman Art committee, Annual Board, Mills contest.

"A fair exterior is a silent recommendation."



CHARLES METCALF

MODERN CLASSICAL

President of class, football team (4), business and editing committees and Annual Board, class prophet.

"Blessings on him that invented sleep."

FRANK MEYER

GERMAN SCIENTIFIC

Business manager, chairman Business and Editing and Advertising committees and Annual Board, Football team (3) (4), Mills contest.

"For e'en though vanquished he could argue still."

RAY MOSES

MODERN CLASSICAL

Advertising and Chronicle committees.

"Great thoughts, great feelings came to him like instincts unawares."

CHARLES PETTY

ENGLISH

Chairman Literary committee, Annual Board, Mills contest.

"Perhaps he's sick in love or has not dined."

ANNA RICHARDSON

ENGLISH

Chronicle committee.

"She was jes' the quiet kind whose natures never vary."



HERBERT TAYLOR

MODERN CLASSICAL

Art committee.

"He is wise who doth talk but little."

ETHEL TAYLOR

ENGLISH

Photo committee.

"And why should life all labor be?"

ROSE UDELHOFEN

GERMAN SCIENTIFIC

Photo committee.

"It seems to me that you are in some brown study."

BELLE WALKER

GERMAN SCIENTIFIC

Literary committee and Annual Board. Mills contest.

"She hath a cool collected look as if her pulses beat by book."

PHOTOS BY WATTON

SENIOR CLASS OFFICERS

President, Charles Metcalf
Vice President, Richard Falley

Secretary, Amine Belscamper
Treasurer, Rush Godfrey

MOTTO:--We have finished but to begin.

COLORS:--Gold and White.

FLOWER:--Yellow Rose.

CLASS YELL--Skin 'em alive, skin 'em alive,
Lancaster High School 1905.

SENIOR CLASS HISTORY

CHRONICLE I.

And it came to pass on the first day of the ninth month of the year 1901, that a large number of the rising generation, yea even the youth of Lancaster, meandered slowly toward the school house; and as each one turned his face and looked wistfully homeward, behold! his face was sad and the tears were scarce restrained; for was he not about to become a Freshman, subject to the ruling of the Sophs? Verily these were the entering class of 1905.

And it came to pass that after entering the room, terror smote the hearts of all. And they were seen by the professor, he whose hair is long and white, and he calleth to them as they draw nigh, and sheweth them to their seats, each one unto his own. After school is called, the venerable professor ariseth, maketh a spiel, and each assumeth the dignity of a Freshman.

The days and weeks passed slowly on and it came to pass that life became settled, and each Freshman weareth off the greenness from his physiognomy.

The came Christmas, and the Profs. went to their respective domiciles, and when they returned with their tempers cooled, the weeks rolled by in silence. And it came to pass that on the last day of the fifth month, school closed.

Here endeth the chronicle of the Freshman year of the class of 1905.

CHRONICLE II.

And it came to pass in those days of heat and sunshine that school was again called, and Thomas of the house of Duncalf, he of English descent, in his joy at seeing the prodigal class returning, tolled his bell loudly and long. Now the Freshies of last year were Sophs, and they raged around like madmen thinking to do as they liked. Silence! Behold! The Mighty One,—the Profssor—even he of the white locks and stately mein, ariseth and again maketh his spiel, pandemonium ceaseth, and school is on again for another year.

And it came to pass that many Sophs were expelled by Miss Stahl, even she, the instructor of the history class; for the fun waxed furious.

Then it came to pass that the Sophomores organized, and elected Ted, the Lowryite, Father of the class, Richard, of the house of Falley, Vice President; Bellva, the Wagnerite, keeper of the gold, and Amine, the fair daughter of the house of Belscamper, recorder of proceedings.

Then it came to pass that Ada, from the house of Fuller, was chosen to fill the place of the beloved Miss Stahl, and then came peace and harmony to the Sophs, for were they not all her old pupils and did they not

all love her? Thus the rest of the year passeth and happiness and love ruleth over all.

Here endeth the chronicle of the Sophomore year of the Class of 1905.

CHRONICLE III.

And once more the bell tolleth, and we enter the school as Juniors. And lo! Astonishment filleth our hearts and stoppeth our mouths, for we see not our chief of the white locks before us, but in his stead there standeth a young chieftain, Charlie of the house of Slothower. And behold! he smileth upon us and maketh a spiel, as the chief is ever wont to do. Thus beginneth our third year.

The time passeth in quiet. And a grand council is called, and Peter the Metcalfite is chosen as the Father of the class, and Rush the Godfreyite becometh Keeper of the Gold, and Amine aforesaid is made Recorder of Proceedings. And the famous class establisheth a precedent, and secureth the class pin in the Junior year.

And Miss Nicolls, who shooteth at us the "Dutch," taketh unto herself a husband, and removeth therewith to the village of Chicago, which is in Illinois. And Christmas passeth, and as the Juniors again betake themselves schoolward, lo! they find enthroned behind the table the damsel Clara, surnamed Stiles.

And the year endeth with a grand war dance for the Seniors, and the Juniors extract twenty dollars from their jeans and pay for said blowout. And thus endeth the Junior year of the class of 1905.

CHRONICLE IV.

The Summer passeth, and once again Thomas tolls the bell. And the famous class are now Seniors, and possess the dignity which is their birthright. And the ranks are deserted by Ted the Lowryite, who now learneth to be a man behind a gun at Annapolis, which is in Maryland. And anon there cometh from afar a muttering as of thunder,—"Shall we publish a 'Storm Center?'" And Peter calleth his host about him in solemn council; the braves and squaws wax wrathful in debate. At last the class decideth, and this volume is the result.

This is the history of the class of 1905. The end is not yet come. The day will soon arrive when our Principal shall hand unto us our pig-skins. And he shall say unto us, "Well done, faithful students, ye have been faithful in school; now go forth with courage in thy hearts; gird on thy armor for the battle of life. As ye were successful in school, so may ye be successful in that greater battle which now awaiteth ye." And lo! our ways will separate, and many will never see the others more. But when in after years we remember the old school and the good old class of '05, let us remember that the years from '01 to '05 will ever be remembered as the years which produced the best class, the wisest class and the brightest class which ever graduated from the Lancaster High School.

R. M. F.

CLASS PROPHECY

SENIORS IN 1925

One day while sitting at my desk in the office of Secretary of Agriculture at Washington, the door opened and in walked my old classmate, Charles Petty. It was hard to tell which of us was the more surprised. After we had talked over old school days, and what had happened since we had left the Lancaster High School, Petty said:

"Well, how did you get here? The last I heard of you, you were manager of large cotton industries in Atlanta, Ga."

"O, after spending several years in the cotton business, Uncle Sam gave me this position. What brought you here?"

"I am owner of the largest cattle ranch in Texas, and the state sent me to consult with officials in regard to irrigation, but when I was referred to the Assistant Secretary of Agriculture, I little expected to find my old classmate, Charles Metcalf, although you are not the only old classmate I have seen or heard of on this trip."

"Is that so? Who else have you seen?"

"When my wife and I came through Chicago, whom should I meet but Paul Howell. He is now president of the Howell & Co. Peanut Roasting Association. As I had to spend the night at Chicago, Paul, my wife and I decided to go to the theatre. The play was a revival of Shakespeare's comedy, 'As You Like It,' and who do you suppose took the character 'Rosalind?' None other than our highly esteemed classmate, Pearl McDonald."

"Well, that is news to me. Of course every one has heard how Amine Belscamper is campaigning for the presidency on the Woman's Suffrage ticket. But I think I can tell you about a few members of the class also. Before I accepted this position I took a trip to New York. While there I happened to meet Beth Lisheerness, who is now a world-famed artist. She took me to see Merte Markert, who has won fame by writing the novel, 'His Last Client.' Beth has just illustrated the book for her. Beth told me that she had just received a letter from Ethel Taylor. Ethel has married a missionary and is now doing missionary work in China."

"From New York I started home. At Kittanning, Pennsylvania, I found Ray Moses. He is pastor of the Congregational church there. When I got to Lancaster I heard that Anna Richardson was helping a prosperous farmer of Grant county to change hogs and chickens into money."

"That reminds me," said Petty. "While looking after timber interests in Washington, I was surprised to find Emily Cronin at Spokane.

She is married to the leading photographer of that city. You remember what a bad case they had back in 1905?"

"Yes, everyone thought that was a foregone conclusion."

"I returned to Texas by way of Dakota; found Richard Falley at Wahpeton. He is editor of the Wahpeton Globe. He told me that on a trip into Minnesota he met Rose Udlehofen. She is a teacher at Cottonwood, Minnesota."

"Of course you saw the announcement in the Milwaukee Sentinel of Frank Meyer's appointment as Chief Justice of the Supreme Court of Wisconsin."

"Yes, and while in Wyoming I ran across Rush Godfrey at Kasper. He is a leading physician of that city and has a large hospital there. Florence Judd is at the head of the hospital. Rush told me that he heard Lena Kress, who has won fame in lecturing, deliver a lecture in that city."

"I just received a letter from Herbert Taylor. He is head professor of Physics at Bowdoin College. He has discovered a law that contradicts the law of Boile. And now the only one not accounted for is Belle Walker. Have you heard anything from her, Petty?"

"Yes; she is head librarian at Vanderbilt University in Tennessee."

"The old class of '05 is pretty well scattered, but they all seem to be doing well."

"Yes, though they are all working along different lines, they have made their mark in the world," said Petty.

"Well, although I haven't accomplished much this afternoon, I will certainly count it as one of the pleasantest days of my life. Now let us finish the day by taking dinner with our wives at the 'Willard.'"

CLASS POEM

Four years have passed since we together came,
To strive with zeal and courage to excel,
To ever toil along the rocky road
That leads at last to a Commencement Day.
With eager joy we started on the way
And ever mingled pleasures with our work.
When difficulties crossed our narrow path
We've ever conquered and held to our aim;
With problems too we've struggled day by day,
But none would ever say 'twas not worth while,
But with determination strong and true
We delve still deeper 'mongst the maze of facts.
Yet we have often lacked that serious air
That tells of earnestness and purpose high,
For where we have assembled there fun reigned,
And teachers knew that mischief too we'd planned.
Yet of our troubles came no grave results,
For teachers would most kindly condescend
To overlook these bursts of violent mirth,
Which seem to be contagious when begun.
Now we've reached at last the shining goal,
And honors crowd upon us thick and fast;
Before us now there lies a larger school,
The whole wide world but dimly seen as yet.
Dear Alma Mater, now the time has come
When we to thee must bid our last farewell,
And go forever from thy pleasant halls
Where sacred memories ever cluster round.
We never can forget those joyous days
We spent together under thy dear roof,
Nor can we yet forget the classmates dear,
Who shared our labors and our joys as well.
We'll love thee dearer, every day and hour.
And all through life we'll ne'er forget the ones
Who strove with purpose high and nobly tried
To guide our steps aright along the way.
As we begin life in this larger school,
We'll ever try to do our work as well
As in those happy days now past and gone,
And this will credit to our High School bring.
We may not all soar up to dizzy heights,
And win applause from rich and poor alike;
We may not all be destined to be great,
Strange fates may wait us by life's narrow path,
But Sisters Three, as you mete out to each
His portion of this life that is to come,
O try to weave some shining golden threads
In with the dark, and stay the scissors sharp.
Whatever sad misfortune be our lot,
Let us remember, duty points the way,
And when on earth our labors all are o'er,
May all again meet in the Promised Land.

AMINE BELSCAMPER.

EXCHANGE NOTES

Dear father, once you said, "My son,
To manhood you have grown;
Make others trust you, trust yourself,
And learn to stand alone."

Now, father, soon I graduate,
And those who long have shown
How well they trust me, wait their pay,
And I can stand a loan.

* * *

Mrs. Youngwife (at breakfast) "There is no bread on the table, Nora."

Nora—"Sure, there's none in the house, mum."

Mrs. Youngwife (severely)—"Then make some toast."

* * *

"Please hand me the Review of Reviews," he said,
The landlady's eyes did flash,
For another young boarder looked absently up
And solemnly passed the hash.

* * *

Gentleman (to waiter)—"Do you serve lobsters here."

Waiter—"Yes sir, we serve anybody; sit right down."

* * *

A jolly young chemistry tough,
While mixing a compound of stuff,
Dropped a match in the vial,
And after a while
They found his front teeth and a cuff.

* * *

His Pa—"Bobby, I merely punish you to show my love for you."

Bobby—"If I was only bigger, pa, I'd return your love."

* * *

Inquirer, to farmer's son—"Willie, where is your father?"

Willie—"Down there in the pig pen. You'll know him 'cause he's got his hat on."

* * *

Professor in Physics:—"What is a solution?"

Student:—"A solution is the result of saluting."



JUNIOR CLASS



PHOTO BY WATTON

JUNIOR CLASS HISTORY

OFFICERS

President, Glen Hymer

Vice President, Max Kolb

Secretary, Frances Andrew

Treasurer, Sadie Fisher

Motto: -Out of the harbor into the sea. Exportu in mare.

Flower:--Lilac

Yell:--Hit 'em with bricks,
Hit 'em with bricks,
Lancaster High School 1906.

HISTORY

Since our Freshman year we have improved in many ways, especially in looks, wisdom and importance. As Professor Wright, of Beloit, said in his address to the school, "Greenness at first is an excellent quality, because it denotes growth." Hence we are proud to say that we were, as Freshmen, one of the greenest classes that ever entered the Lancaster High School. But we are equally glad to say that we have outgrown this greenness and reached a standing of excellence not attained by many, and one which will be perfected by the time we are Seniors.

Our school life has proved uneventful, except for the first Freshman class meeting and various invitations to private receptions in the office. During our Freshman year our class was composed of thirty-nine members, many of whom have left us, but our Junior year has been marked by a reinforcement from Livingston and Patch Grove, and we expect to have our numbers further swelled next year by unsuccessful Seniors of 1905. We regret to say that we have not had many celebrities, but among our numbers we have had several disciples (?) of Demosthenes who by their eloquence have won many laurels.

And now feeling that "Silence is golden," and that we have said enough to convince an intelligent person of our marvelous brilliancy, we will keep quiet for another year.

GLEN HYMER,
MILLIE LISHERNESSE,
SADIE FISHER,
RUBY MARTIN,
PAUL DAMM,
Committee.

JUNIOR LIMERICKS

JOLLY JUNIORS

FRANCES ANDREW

A jolly young maiden called Frances
Threw many winning glances.
When asked about Botany
She said, "I ain't got any;
I devote all my spare time to dances."

GERMAN SCIENTIFIC

CARL ALT

There once was a Junior named Alt,
Whose manners were never at fault.
But he used cheap perfume
Which scented the room,
Till the students despairing cried, "Halt."

GERMAN SCIENTIFIC

HARRY ANDREW

A certain young fellow named Harry
Had a grin most exceedingly merry.
But one day he fell
And bumped himself well,
And his words were sarcastic? Ah, very.

GERMAN SCIENTIFIC

ROXY ALLEN

There was a prim maiden called Roxy
Who never got her lessons by proxy;
When accused of a crib
She said, "What a fib,
Such terrible wickedness shocks me."

GERMAN SCIENTIFIC

PEARL CALLOWAY

There was once a Junior named Pearl
Who was a most modest young girl;
Her lessons she knew
As few Juniors do,
But alas! Her hair wouldn't curl!

GERMAN SCIENTIFIC

PAUL DAMM

There was a young fellow called Paul
Who was not deficient in gall.
When once he debated
He got up and stated,
"In geology I know it all!"

GERMAN SCIENTIFIC

WALTER DUNCALF

GERMAN SCIENTIFIC

And one blocky Junior named Walter
Was dragged to the school with a halter!
This may make you laugh,
But his name was Duncalf.
He in news report never did falter.

HAZEL DURNI

GERMAN SCIENTIFIC

Another Junior was named Hazel Durni,
Her German was sehr hard to learni.
When asked to recite
She ne'er got it right,
But she said, "I don't give a Durni."

CHARLES EUSTICE

GERMAN SCIENTIFIC

There was a young Junior called Cy,
Who had a most piercing dark eye.
One night on a lark
He got lost in the dark,
But it won't do to ask old Cy why.

SADIE FISHER

GERMAN SCIENTIFIC

There was a most stunning young lady
Who went by the strange name of Sadie.
One day she 'most froze
Her fine Grecian nose,
And was forced to drink hot "lemonady."

WILL HENKEL

ENGLISH

There was a young Junior named Henkel,
Whose head was so red it would twinkle.
But he often would say
In a satisfied way,
"This headlight is quite a cute wrinkle."

GLEN HYMER

MODERN CLASSICAL

There was a big Junior called Chrissy,
Whose tongue in English "Lit" got busy.
Miss Kilbourne said, "Go!"
Chrissy rose not so slow,
For an obedient boy is this Chrissy.

NED IVEY

ENGLISH

There was a young Junior dubbed "Sned,"
Who had but few brains in his head.
He played on his flute
With a root-ti-toot-toot,
Till the neighbors all wished he was dead.

REX JACOBS

GERMAN SCIENTIFIC

There was a young student named Rexy,
Who from study 'most had apoplexy.
He said to his Milly,
"Overwork makes me silly,
But I've got to keep on if it wrecks me."

MAX KOLB

GERMAN SCIENTIFIC

A brilliant young Junior named Max,
Who declared he could eat carpet tacks,
When asked, "Are you able?"
Said, "Leave it to Mable—
I'm sure you'll find out if you 'ax.' "

MILLIE LISHERNES

MODERN CLASSICAL

A certain young lady named Millie
Had a complexion like that of a lily.
In A English "Lit"
She made a great hit,
But her general deportment was silly.

RUBY MARTIN

MODERN CLASSICAL

There was a smart student named Martin,
Who loved a young Junior "for sartin."
Her first name was Ruby
And she always will true be.
When they graduate, Oh, what a "partin'."

IRWIN OAKLIEF

GERMAN SCIENTIFIC

Another young Junior was Irwin,
Who loved L—— and tried hard to her win.
He was terribly bold,
And her hand liked to hold,
For he thought that in this way he'd sure win.

MARTHA SCHNEIDER

GERMAN SCIENTIFIC

There was once in the High School a Schneider,
Whom everyone loved who espied her.
Her walk it was slow
And wobbly, you know,
But don't think she indulged in hard cider.

CLARISSA SHEPARD

ENGLISH

There was once a girl named Clarissa,
If she'd leave school the Juniors would miss hah.
She was quite a belle,
Her class liked her well,
And for drawing she had aptitude, yes, sah!

TRESHIE WARREN

GERMAN SCIENTIFIC

There was a young lady named Treshie,
Who wasn't exceedingly fleshy.
She's not now as green
As when in High School first seen,
But then she's no longer a Freshie.

GERTIE WEBER

GERMAN SCIENTIFIC

There was a young lady named Gertie,
Who was not inclined to be flirty.
She wasn't a "prig,"
But a terrible "dig,"
And acted as if she were thirty.

PEARL WRIGHT

GERMAN SCIENTIFIC

There once was a fussy Miss Wright,
Who declared that she looked like a fright.
She asked all the town
"Is my hair coming down?"
And they said, "Oh, I guess it's all right."

NETTIE OSWALD

GERMAN SCIENTIFIC

There was a young lady named Nettie,
Who was for a Junior quite pretty.
Her pride was her card,
She studied real hard,
And had her lessons down pat, you can "bettie."

JOKES

She:—"Was that Platteville boy badly injured?"

He:—"Yes, hopelessly, I am afraid. He is delirious and imagines his team is winning."

* * *

Miss Kilbourn:—"Where was Elizabeth in Milton's time?"

Wise Senior:—"She was dead. I don't know where she was."

* * *

Gallant Junior, (about to accompany a young lady home):—"Let me see. What is the shortest way home?"

* * *

When Lancaster was about to set out for the Dodgeville game, some one noticed Hymer's absence and inquired about him. Some one replied, "O, he's before the mirror looking to see if his shin-guards are on straight."

* * *

"She lost her head when he proposed,

But he a trifle bolder,

Made search for it distractedly,

And found it on his shoulder."—Ex.

* * *

"A rush, a scramble,

A tackle, a fall,

Six wounded, three senseless,

Four dead—that's football."—Ex.



SOPHOMORE CLASS



PHOTO BY WATTON

SOPHOMORE CLASS HISTORY

OFFICERS

President, Will Houghton

Vice President, Ward Totman

Secretary and Treasurer, Clarence Webb

Motto:--The ropes of the past ring the bells of the future.

Colors:--Violet and White

Flower:--Violet

Yell:--Che hee, che ha,
Chee ha ha ha,
1907 rah rah rah.

HISTORY

It was a bright September morning. No cloud obscured the blue of the Autumn sky. The landscape stretched out before us, serene in its variegated colors. Approaching the school house could be seen groups of young people, chattering and laughing. All but a few who composed the class of 1907.

In our hearts a mighty tempest was raging, alternating between hope and fear. Direful tales had come to us of what awaited the verdant Freshmen.

But if the upper classmen expected to be amused they were disappointed, for we were not as green as some Freshman classes. Finally we were settled down to work. We always had our lessons and seldom received the dreaded "calling down." And so the Freshman year passed calmly and uneventfully, but withal progressively.

Another year rolled around and we who were Freshmen are now Sophomores and no longer dread the taunts and jibes of the grave and reverend Seniors. With the coming of the second year came the contest between Seniors and Sophomores over News Reports. Let it be known that we ran a good race and kept the Seniors working.

Through both years of our High School life we have clung together as a class and the scholarship as a whole has been very good. Such has been the history of the class of 1907.

A banner class we were when first we in High School ranks were classed
A banner class still now we stand,
Although a year has passed;
A banner class we e'er will be while our High School years shall last.

MARTHA MEYER,
MAUD EDDY,
HARRIET MARKS,
WILL HOUGHTON,
Committee.

SOPHOMORE CLASS RHYMES

LISSETTA ALT

Her winsome face and clear complexion,
Some day he'll surely pop the question.

CHARLES WEBB

At basket ball he's ever true,
At least he thinks so—and don't you?

CARRIE GILDER

If she in the High School the limit can reach,
Surely she'll go to Oregon to teach.

THEDA HOWE

To excel in weight she was fated,
And Botany she fairly hated.

FRANCES BURROWS

A rule is made to suit this lass,
She never says a word in class.

CLARE TOTMAN

He's a Reuben, I de-Clare!
Nobody doubts it, not even Clare.

MARTHA MEYER

A quaint and dainty lass was she,
And very bright in Geometry.

CLARENCE GATES

He's a Beetown sport, they cried,
When first in High School he was spied.

MAUD EDDY

A more loyal Sophomore could not be found;
To excel in English she was bound.

CARRIE HOWELL

When the joke came on others, O, what fun!
But turn the tables and Carrie was done.

WARD TOTMAN

So quiet, so manly, he never told fibs,
But he loved a Bess of the house of Gibbs.

BESSIE GIBBS

Happy and care free, joyous and gay,
Life was a joke to her, day by day.

RUTH PETTY

The youngest girl in the Sophomore class,
A sober, brown-eyed country lass.

ALICE PETTY

With a winsome face and a pleasant smile,
She sits and studies all the while.

MATHILDA BLOCK

In Arithmetic "C" high was her mark,
Because of this she's considered smart.

ELIZABETH BLOCK

She wished to be smart in the Botany class,
But her growth was stopped in the far distant past

GRACE COX

Never before was mortal slimmer than she,
Or more persistently studied at Algebra D.

STELLA SMITH

She never seriously taxed her brain,
And to attract the fellows was her aim.

DOT LISHERNESS

With a scornful glance and a toss of her head,
"I simply can't stand it," this little maid said.

HARRIET MARKS

A veritable chatterbox was this maid,
Even though she looked so staid.

ETHEL UTT

O, how they loved her, Ethel the fair;
Her smile was so pleasant, winning and rare.

FRED KRESS

Such an honest, sober, quiet lad,
His countenance almost makes one sad.

JESSIE ZIEGLER

If you ever saw her you were astonished,
In school she has never been admonished.

TOM GREENE

You must not judge him by his name,
Because for this he's not to blame.

CHARLIE HAMILTON

Short of stature but not of brain,
He surely will something great attain.

ADA McCORMICK

The sweet girl in the Sophomore class,
She surely won't crack a looking-glass.

WINNIE WILLIS

Of her it has often been said,
In regard to looks she's very well re(a)d.

LILLIE GARNER

Strange that of spiders she has a dread,
But is not afraid to be caught in the Web(b).

MAMIE JOHNSON

Though Johnson is a common name,
Mamie gets there just the same.

WILL HOUGHTON

The bees of Beetown taught him to work.
In school he has never been known to shirk.

ELIZABETH EMERY

As wisdom is her heart's desire,
We think she'll set the world afire.

PEARL TUCKWOOD

Smell the perfume was one boy's whim,
But Dod, eville said, "Want the hat pin."

EVERETT TAYLOR

Foxy Grandpa, him they called,
But with hair cut he beats them all.

JOKES

Ora Stitzer would go on the stage, but he is afraid the public would not appreciate his humor.

* *

Miss Kilbourn:—"Was Pope an honest man?"

Ray Moses:—"I do not think he was in every way."

* *

Teacher:—"What is a paradox?"

Wise Senior:—"I do not know unless it is two doctors."

* *

Junior:—"Your pants are too short."

Paul Damm:—"Yes, they are. I'll have to have a new pair of legs put in. The pockets are all right."

* *

"Well, Johnnie, you visited the High School this afternoon. What did you learn?"

"I learned there are four classes—the Fishmen, Sycamores, Janitors and Senators."

* *

When knowledge comes to Ora Stitzer's head it always finds itself in a lonesome place.

* *

"O, wad the power the giftie gi'e us,
To see oursel's as teaches see us;
It wad frae mony a 'call down' free us,
And awfu' roastin';
What airs and proud conceit wad lea'e us,
And a' our boastin'."

—With apologies to Burns.—R. M. F.



FRESHMAN CLASS



PHOTO BY WATTON

FRESHMAN CLASS HISTORY

OFFICERS

President, Merle Hagen Vice President, Jeanette McCoy
Secretary, Mabel Stone Treasurer, Albert Wiedenbeck

Motto:--Today we anchor, tomorrow we sail.

Flower:--Pink Rose

Color:--Green

Yell:--Rah, rah, rah, rah, rah, rah,
We're up to date,
Lancaster High School,
Nineteen eight.

HISTORY

When we first came into the High School and entered the spacious assembly room we felt, as the court jester would say, "as if we'd just been picked," or in other words, "extremely green." As we entered the room the grave and reverend Seniors raised their eyes from their books, winked knowingly at each other and resumed their unwonted studying. They forgot that they had once been just as green.

But now we are quite a notable class. We have one fur bearing animal, a beautiful Martin which excites much admiration; a Chinee; a Dago, who is a lover of the Italian hymn and is always quoting his friend Muldoon; a small barrel of sauer kraut; a girl who is quite a Walker in her sleep; a little Strong man; a very tall young man who always Livens up the class; a Baptist Deacon; a beautiful Paris Doll; an up-to-date Taylor; a beautifully carved Brackett and two rolling Stones who are evidently gathering some moss in High School. Another cause for remembering our great class is the number of class meetings we held. In this respect we did almost as well as the Seniors, and of all the classes were the first to act upon the suggestions of the Seniors and be ready with pictures and "write-ups" for the Annual.

JEANNETTE McCoy.

CLASSROOM "PICKUPS."

Miss Kilbourn:—"Poetry is inspired mathematics."

* * *

Emily Cronin in Physics Class:—"I didn't know that water would burn."

* * *

Miss Sawyer:—"Will you solve this quadrilateral equation?"

* * *

Mr. Slothower:—"The earth rotates on its axis once in 28 days."

* * *

Sadie Fisher in Botany:—"I don't know what you call it, but it's in the shape of a triangular sphere."

* * *

Miss Kilbourn:—"Why did Sir Roger at his death give coats to the men and hoods to the women?"

Merton Markert:—"I suppose because it was cold."

* * *

Miss Styles:—"Will you give future tense of the word 'kommen'?"

Amine Belscamper:—"Do you want just the plain future?"

* * *

Ray Moses, translating from "William Tell":—"If you have sworn by the ostrich, do your duty by the ostrich."

* * *

"Prof. Slothower, discussing the effect of heat on crystalline substance:—"What is the effect of sugar on hot coffee?"

Frank Meyer:—"Why, it sweetens it, of course."

* * *

Miss Kilbourn, in English Literature:—"What did Burns leave from his sojourn in Edinburgh?"

Rush Godfrey:—"He left home."





REV. E. J. EVANS

As a token of our esteem and appreciation of what the Rev. E. J. Evans has done for athletics in the Lancaster High School we print in this issue of the Storm Center an engraving and short sketch of his life.

Evan J. Evans was born in Wales, January 13, 1867. After spending thirteen years of his life in his native country he immigrated with his parents to America in 1880. The family settled in Ohio and Rev. Evans received his early education in the Ohio schools and at Marietta Academy at Marietta, Ohio. After finishing at the latter school he entered Beloit College, where he graduated in 1891. After graduation he was ordained at Cedar Rapids, Iowa, and took charge of a church in Waterloo of the same state. After spending some years at Waterloo he was for six years pastor of the Chippewa Falls Episcopal church. His next pastorate was the Episcopal church in this city, which he took charge of in 1903.

High School Athletics are deeply indebted to him for the thorough manner in which he coached the football team during the season of 1904, and it is to be hoped that his coaching of the next year's team will be as successful. The interest taken in High School Athletics by such men as Rev. Evans puts athletics upon a plane that enables students to get from athletics whatever good is to be derived from them. Rev. Evans will in all probability have charge of the 1905 team. A member of two Beloit teams and captain of the team in 1891, he knows the game perfectly, and what is more, knows how to teach it to others. His coaching is of the spirited kind which accomplishes the most, and, having the respect of all the players from the start of the season to the close, he is able to do much for any team. Let all interested in High School Athletics hope that next season will see Rev. Evans again in charge and also look forward to a good season for the team.

HIGH SCHOOL ATHLETICS

Athletics are in the High Schools to stay. The problem confronting principals is not how to do away with athletics, but rather how to eliminate the worst evils. All the forms of sport, which have long been found in Universities and Colleges, are now flourishing in the secondary schools. No form of athletics in itself is bad. It is not to be denied that there has been some justification for much of the severe criticism to which they have been subjected, but the greatest evils arise from outside influences or through abuses of our athletic system, but the evil is not inherent.

What has done more than anything else to bring High School athletics into disrepute is lack of control. High School authorities have been slow to recognize that teams, carrying the name of the school, by misconduct bring the school into discredit, and by participation in something unrecognized, a spirit of insubordination is introduced into the school. The higher schools take the ground that the best results can be obtained from athletics only where there is efficient control. Moreover, the direction of training should be in the hands of men thoroughly competent. More especially is this true of High School athletics, where the participants are younger and in greater need of supervision. If athletics are to be made beneficial the best possible results should be sought for, and these can only be obtained by control. The school authorities should not only recognize athletic activities, but should have efficient control over them. They should decide what the qualifications of all who represent the school shall be and with what schools contests shall be held. By providing better facilities and advantages than can otherwise be obtained all sports may be regulated without lessening the interest taken in them.

Such is the purpose of the Interscholastic Athletic Association. By the formation of an association that shall include most of the High Schools, the principals are able to arrange better schedules and the standing of the different schools is more easily determined. The participants in all contests must be bona fide pupils of the school they represent; a certain standard of work must be maintained in school; all teams are under the management of their principals. Thus the evils may be eliminated.

The Interscholastic is not yet strong enough in this section of the state to make it a controlling factor. Last season gave abundant evidence of this fact. Nevertheless, it is to be hoped that more schools will join the Association. With greater strength better results will be made possible and the causes of criticism removed. Athletics in Lancaster have ever been free from the worst evils, but better results should ever be sought for. Our teams have been handicapped by lack of proper

support. All ground for criticism should be removed and the effort to offer the best possible article of either football or baseball should be recognized. In this way teams may be turned out which will bring credit to the school and the most beneficial results obtained.

FRED C. DUNCALF.

A REVIEW OF THE SEASON OF 1903.

The football season of 1903 was a remarkable one in one way at least. The season opened with only four old players, no new players of experience or weight and no coach; before it closed the team, by hard practice and persistent drilling under its captain, Joe McBrien, made itself one of the fastest of the High School teams. After about three weeks of practice the boys went to Bloomington to play the High School team of that city. Although by agreement the game was to be between High School teams, Bloomington refused to play unless they might play several city men. Lancaster would not agree to this, and as a result were obliged to come home without a game. The rest of the games of the season were played in Lancaster, consisting of a game with Boscoebel, two with Platteville and one with Darlington High School.

In these games, Lancaster defeated Boscoebel 33-0; Platteville 44-0 and 28-0; but was defeated 11-0 by Darlington after one of the hardest games ever played in Lancaster. This last contest is worthy of some special mention, as only the hard luck of the Lancaster team and the fact that they were outweighed ten pounds to the man, made the score as high as it was. On the third play Duncalf, the main strength of the line, was forced to retire, making it necessary to move Meyer from tackle to center and play Emery at tackle. In addition to this Quarterback McBrien and Halfback Clark were disabled and would have retired had there been substitutes to take their places. Even with this hard luck Darlington said that Lancaster gave them the hardest game of the season.

In the Thanksgiving game with Platteville Captain McBrien kicked a goal from the field, the second ever kicked on a Lancaster field. The team deserved more games, but on the whole the season was a very successful one and reflects great credit on the players, whose work made a good team possible.

The line-up of the team was as follows:

Glen Hymer.....	Fullback	Rush Godfrey.....	Right tackle
Lawrence Clark.....	Right Halfback	Will Henkel.....	Right tackle
Frank Meyer.....	Left tackle	Wesley Wenzel	Right end
Joe McBrien.....	Quarterback	Claude Sprague	Left end
Walter Duncalf.....	Center	Paul Wiseman	End
Jay Duncalf.....	Left guard	Clarence Gates	Center
Gordon Smith.....	Right guard	Clement Emery	Tackle
Frank Morehouse.....	Left halfback		F. C. M.



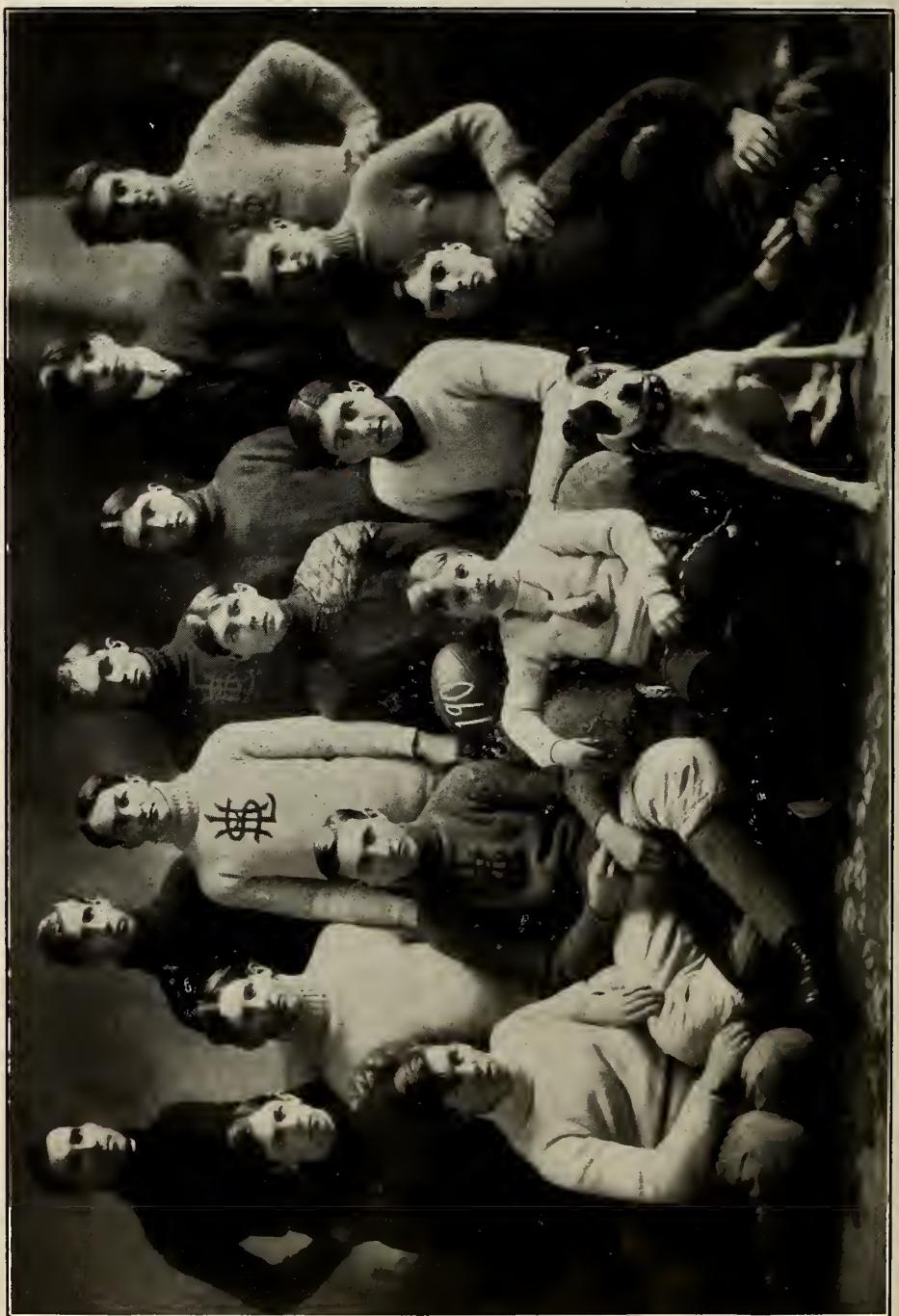


PHOTO BY WATTON

LINE-UP OF 1904 TEAM

GLEN HYMER, Fullback and Captain:—His line bucking and support of his own line were probably superior to any seen on a Lancaster team.

CHARLES EUSTICE, Left Halfback:—Played a very steady game and his work at quarterback in the Dodgeville game marked him as the best all around man on the team.

FRED WEIR, Right Halfback:—As a rule he was seldom stopped and his consistent playing gained the required distance for Lancaster time after time.

ORA STITZER, Halfback:—In the last two games which he played at half he showed that he was a hard tackler, good line bucker and always got his man out of play.

FRANK MOREHOUSE, Quarterback:—An excellent halfback, he played a good game at quarter in the Dubuque game, although his position was new to him.

NED IVEY, Quarterback:—Though he only played in the Platteville game, he showed himself to be a fine field general and a valuable man in interference. In this game the good interference of the team was entirely due to him. He was also a good man to handle punts and a sure tackler.

WALTER DUNCALF, Center:—For three years the main stay of the line, he has never met his equal at center. He shows in his practice and games the true spirit of a football player. What we need is more like him.

TOM GREENE, Left Guard:—While others complained of their opponents being hard to handle, Tom's speed always got the best of his men. Though light, he always handled heavier men to a standstill, showing that he evidently had studied his man.

FRANK MEYER, Left Tackle:—Played the same position for two years, was a good man with the ball and was very strong in forming interference for the runner.

CHARLES HAMILTON, Left End:—Entirely without experience, before the season ended he was the star player of the team. Not a man got around him and time and again he caught the runner in his tracks and threw him for a loss.

CHARLES METCALF, Right Guard:—Played at all times a good steady game. In the Dubuque game he was especially strong and held like a stone wall.

CLEMENT EMERY, Right Tackle:—Played the last two games, and though light for the position was exceedingly quick and a natural football player, quick to see his opponent's point of attack.

WILL HENKEL, Right Tackle:—Formerly played at guard and played well in one game at tackle, although a better guard.

MAX KOLB, Right End:—Played a very good game throughout the year, was very fast in getting down under punts and, in the Dubuque game especially, played a star game on defense.

A REVIEW OF THE SEASON OF 1904.

The football season of 1904 was peculiar in more ways than one. Some of the High Schools refused to play under the Interscholastic rules, while others after signing contracts for games canceled them. Out of four regularly scheduled Interscholastic games only one was played. This compelled the management to secure two hard games outside of the regular schedule, one with the Dubuque High School team and another with the Platteville Normal.

The first game of the season was with the strong Dubuque team, which barely lost the championship of Iowa, and although Lancaster was greatly outweighed, the score stood 0-0. Our team showed remarkable strength on defense but was weaker on offense. Three weeks later in the Dodgeville game things were reversed and our weakness on defense allowed Dodgeville to score. The score stood Lancaster 18, Dodgeville 6. After this all scheduled games were canceled by the outside teams and the management was unable to secure games to fill the schedule, as all the leading High School teams had no open dates and the team practically disbanded. A few days before Thanksgiving a game was secured with Platteville Normal, which we won by a score of 17 to 5. This was the heaviest game of the season and the fact that we had only two regular practices for this game and used a new quarterback made the victory more remarkable. Credit for the excellent teamwork in this game is due to Quarterback Ned Ivey, who played his first game on a High School team. The teamwork of this year's eleven, in the opinion of those competent to judge, was equal to any ever seen on a Lancaster field. In spite of the discouragement which always comes from lack of games, the boys throughout the season showed good sportsmanlike spirit and for a long time continued to practice with no game in sight and little hope of securing one. The team itself was well balanced, the line giving magnificent support to the formations of the back-field. This good work is shown by the fact that every score was earned and no score was made on a fluke.

REV. E. J. EVANS, Coach.



SEASON OF 1904

The football season of 1904, while not a very good one in regard to games, was successful in one way at least—we were not defeated. Our first year in the Interscholastic left us at the close of the season one of the five teams who were undefeated and who were supposed to have a claim on the championship. The team as a whole played very good ball and leaves a lesson for 1905 in spirit, teamwork and all around work, which it is hoped the 1905 team will follow and give to Lancaster High School what she so justly deserves—the championship of the Wisconsin Interscholastic Athletic Association.

GLEN HYMER,
Captain of 1904 Team.



A FORECAST FOR 1905

The season of 1905 should be an especially good one for the Lancaster High School, as we lose only two old players and will next year have for a coach Rev. Evans, who did so much for the team of 1904. With such a coach and so many old men to work with there is no reason why the 1905 High School team should not be the best ever turned out. The admirable spirit displayed last season will no doubt be present in 1905 and will do much toward landing Lancaster High School well up in the list of Wisconsin High Schools who are represented in football.

FRED WEIR,
Captain of 1905 Team.



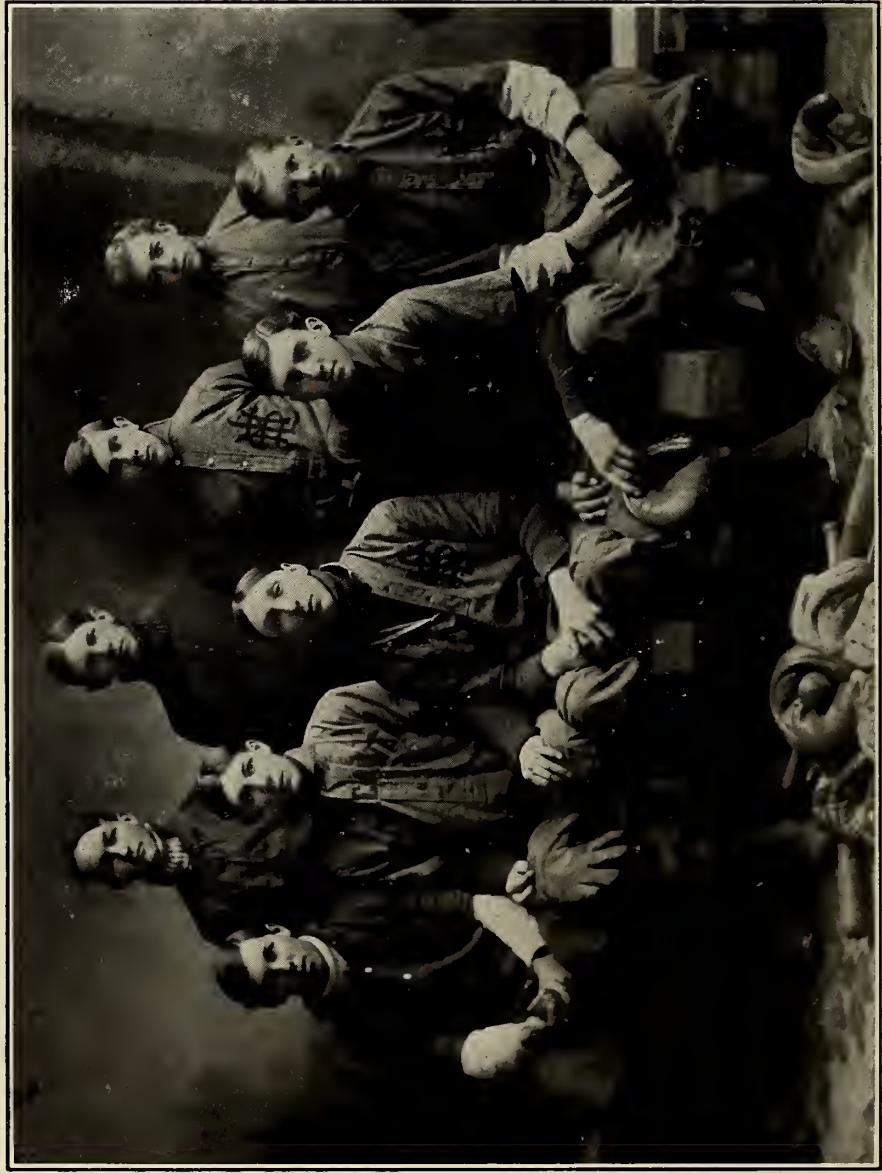


PHOTO BY WATTON

REVIEW OF THE BASEBALL SEASON OF 1905 AND LINE-UP OF TEAM.

After two seasons, in which we were unrepresented in baseball, the work was again taken up this spring and a fairly good team turned out. The idea of having a team started with some of the boys who played on the football team of last year in the hope of getting a trip or two out of baseball. With very little material with which to work the prospect for a good season was not very bright, but in spite of this lack the team turned out fairly well.

The first game was played here with Fennimore High School and we were defeated by a score of 15 to 9. This game was lost, however, through errors of the home team more than by any very good work by Fennimore. The next game was also lost to Platteville Normal. This defeat was expected, however, and we congratulated ourselves that the good work of the team kept the score down. The heavy batters of the Normal knocked in fourteen runs while we secured six. Two weeks after this game we defeated a much touted aggregation of city, second High and outside players by a score of 8 to 5. We have two or three games yet to play and if the players hold their recent gait we should win both games and get back at Fennimore for the defeat earlier in the season. The line-up of the team is as follows:

Charles Eustice	Captain and Catcher
Ned Ivey	Pitcher
Glen Hymer.....	First Base
Harry Andrew.....	Second Base
L. O. Pennock	Shortstop
Elmer Schmidt	Third Base
Fred Weir.....	Left Field
Rex Jacobs	Center Field
Frank Meyer	Manager and Right Field
Max Kolb	Pitcher
Tom Green	Substitute

MISCELLANEOUS ATHLETICS

In January, 1905, basketball was taken up in the High School and a fairly good team organized for the first year, but the loss of the city hall as a place of practice forced the teams to give up the work. The boys in practice had put up a very good game against a team of younger boys, while the girls had hardly any chance to practice before the hall was closed to the teams. This work will probably be taken up next winter in the new gymnasium.

The line-up of the boys' team was as follows:

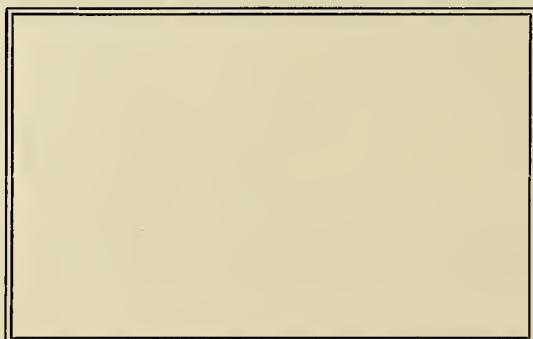
Frank Meyer	Center
Glen Hymer.....	Right Forward
Fred Weir.....	Left Forward
Charles Webb.....	Right Guard
Ora Stitzer.....	Left Guard

* * *

An effort was made this spring to organize a track team for the Platteville meet, but baseball work interfered until late, and then lack of time caused the abandonment of the track team idea.

* * *

The editors of this edition of the Storm Center are pleased to print here an engraving of the new gymnasium erected by the school authorities this year. The building is complete in every detail and will be a valuable addition to the school equipment:



NEW HIGH SCHOOL GYMNASIUM



“A SCRAP OF PAPER.”

At the close of the football season of 1903 the Athletic Association found itself about fifty dollars in debt. To pay this debt a school play was suggested, and under the direction of Mr. Powers, who had had experience in the University plays at Madison, the play “A Scrap of Paper,” was chosen and a cast selected to present it. Rehearsals were started immediately after the Christmas holidays and about two weeks later the play was given. “A Scrap of Paper” is a comedy and especially adapted to amateur production. It gave excellent satisfaction to a large audience. The play deals with the adventures of a love letter and abounds in laughter-making situations, which were well brought out by the members of the cast. The different parts were all very well taken and the players received the praise of all who attended.

The cast of characters was as follows:

Prosper Couramont.....	Frank C. Meyer
Baron de LaGlaciere	Edward P. Lowry
Brisemouche	Will A. Morse
Anatole	Claude G. Sprague
Baptiste.....	Fayette Baldwin
Francois.....	Raymond Moses
Mlle. Suzanne de Ruseville.....	Pearl McDonald
Louise de La Glaciere.....	Emily E. Cronin
Mathilde.....	Beth Lisherness
Madame Dupont.....	Telah Calvin
Pauline.....	Francis Burroughs





PHOTO BY WATTON

"MR. BOB."

At the close of the next football season, in order to raise funds, the Association again determined to give a school play. Mr. V. L. Showalter was secured to direct this second play. The comedy "Mr. Bob" was chosen and the cast selected. Although a slightly shorter play than "A Scrap of Paper," it is a better and brighter play and a harder one to present properly. Rehearsals were held before and during the Christmas holidays and the play presented during the last week of vacation. "Mr. Bob" is a play full of "mix-ups" and comical situations dealing with life in a suburb of a large city. The parts were all very well taken and all who attended were well pleased with the entertainment. All those who took part enjoyed the work and expressed, with many of the audience, the hope that school plays will become a permanent annual function of the Athletic Association. The cast of characters was as follows:

Philip Roysen, who is some twisted	Frank C. Meyer
Mr. Robert Brown, who is all twisted.....	V. L. Showalter
Jenkins, who fails to twist	Fred T. Weir
Miss Rebecca Luke, twisted in spite of herself	Martha Meyer
Katharine Rogers, who starts the twisting.....	Beth Lisherness
Marion Bryant, "Mr. Bob," who assists in twisting.....	Emily E. Cronin
Patty, the worst of the twisters	Margaret McBrien

Three of the cast were Seniors, but the rest being left for other years, give promise of more High School plays in the future.

CHARACTERISTIC EXPRESSIONS

Ora Stitzer—"Making love, ain't yuh?"
Miss Kilbourn—"Think what Browning would have said."
Paul Damm—"I don't want to be personal."
R. Ivan Moses—"I can't say."
Jeannette McCoy—"That'll be all right, all right."
Pearl McDonald—"Do you love me, Chrissy?"
Winnie Willis—"For cram sake."
Frank Meyer—"Search me."
Pearl Wright—"How do I look?"
Ned Ivey—"And the boy fell back dead."
Ina Hastings—"Oh, girl alive!"
Miss Sawyer—Mr. Slothower, I have a suggestion to make."
Charlie Eustice—"Hikey pikey."
Lowry Morse—"Haw! Haw! Haw!"
Prof. Duncalf—"And therefore it is wrong."
Richard Falley—"Ach! Mein Gott!"
Mr. Slothower—"Well, we'll leave that."
Emily Cronin—"What does that mean?"
Amine Belscamper—"I don't see how you get that."
Millie Lisherness—"Die Liebe Kleine."
Stella Smith—"I'm nearly dead."
Hazel Durni—"Isn't that cunning?"
Miss Styles—"O yes, try it, Herbert."
Martha Meyer—"I thought I'd die,"



ORATORY

MILLS CONTEST

In the Lancaster High School oratorical activity centers about the Mills' contest. In memory of Judge J. T. Mills, an annual prize is awarded for excellence in oratory, the contest being open to members of the Senior class. Surely no better way could be found of perpetuating the memory of a man who once was one of Lancaster's most useful citizens. Lancaster has never become a member of any oratorical league, but judging from the excellence of these contests, we believe her standard of speaking would not suffer from comparison with other High Schools.

This year's contest was successful because of the great interest shown by all the contestants, and that wholesome rivalry which is the best training any contest can afford. The contestants, without exception, tried to do their best and the productions of all showed the results of careful, painstaking work, of which the prizes of the winners are no measure. The efforts of all the contestants were equally praiseworthy, and it is because of the high standard maintained by all, that the honors of the winners of this year's contest are all the more to be desired. Mere participation in such a contest is an experience, the value of which cannot be estimated. The spirit and ability revealed augur well for future contests, whether they be on the platform or the struggles of life that the future holds in store.

The contestants and subjects in order of merit were as follows:

Pearl McDonald, "A Lesson in Marble."

Amine Belscamper, "American Idealism."

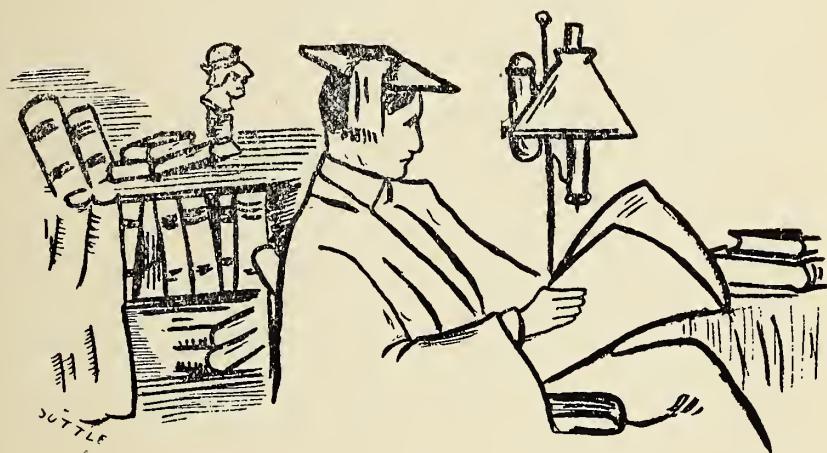
Frank Meyer, "The Last Legacy of the Dictator."

Paul Howell, "A Plea for a Traitor."

Richard Falley, "The Rhodes Scholarships—A Step Toward Reconciliation."

Charles Petty, "The Internal Condition of Russia."

Belle Walker, "Senator Hoar"



LITERATURE

"SI" BRANDON'S TRIUMPH

PRIZE STORY WRITTEN BY CHARLES WEBB

When Tom Brandon announced his intention of attending the Lancaster High School, he did not meet with ready approval from his hardworking father, Bill Brandon, with the best stock farm in the county, did not have a high school education. Why should his son? Besides, Tom had a diploma from the district school proclaiming indisputably to the world that he had fully mastered the branches taught in that institution of learning. Tom's mother said nothing but she knew that she wished him to have a good education.

The teacher of the district school boarded at Brandon's and in the long winter evenings had told Tom thrilling stories of high school life. He had told of the spirited debates that he had taken part in, how he had won the Mills' contest and how he played in the Platteville Normal game the year before and had proven to be a worthy antagonist of the Platteville left tackle.

These stories made Tom long to attend the High School and win a name for himself in oratory, athletics or debates. There was no doubt in his mind but that he was fully qualified in any of these branches to win great fame for himself and for his school. As an orator his experience had been rather limited, but had he not on one memorable "last day of school" rendered "Sparticus to the Gladiators" in a manner calculated to win applause from the ancient slave himself? As an athlete he had little or no experience at all except in the sports in which all country boys delighted.

Tom was ambitious and was fully determined to carry out his ambitions despite his father's grumbling, and so, one bright September morning we find him enrolling as a student in the Lancaster High School. He made a conspicuous, I might say unusual, appearance as he took the seat assigned to him in the assembly room. He was tall, slightly stooped, possessing broad shoulders developed by hard work on the farm. His greenness was apparent in every move that he made. In short, as one very small sophomore with a large vocabulary expressed it, "He is the personification of verdancy from his celluloid collar down to the bottom of his 'high water' trousers."

Tom Brandon found that attending the high school was vastly different from walking three miles to attend the little white school house on the hill. He seemed to have been singled out those first two weeks as the one to make ridiculous mistakes. One thing that bothered him a great deal that first horrible day was the system of marching to and from the classes. When returning from a class he would "make a bee line" for his seat instead of going through what he considered a silly ceremony of marching down the middle aisle and then to his seat. He also experienced great difficulty the first day in finding the right class-room. At last, however, the day passed and Tom was very certain that he had overcome all difficulties.

On the next day he became acquainted with the boys. The same small, scholarly sophomore who had described his appearance so accurately accosted him that morning as "Si," and Si was his name throughout his school life.

That evening he appeared as a candidate for the football team, but he knew so little of the game that much smaller boys than he pushed him around as if he were a wooden cigar store Indian. He did not appear on the football field again that year.

"Si" Brandon was now the butt for ridicule and the victim of all the boys' jokes. It seemed impossible for him to make a recitation for three or four weeks. The teacher would call on him for something that he knew perfectly well, but he could no more express his knowledge of the subject than a deaf mute could deliver an oration. Something would rise in his throat, his face would burn and his attempts at recitation always resulted in a neat little zero being marked down in the teacher's class book. He began to wish that he had taken his father's advice. But

still, he thought that this could not go on when he had gotten fairly started in his work.

One evening as he was watching the football practice he was approached by three town boys, and before he was aware of their intentions found himself lying on his back. He was also greatly surprised to have his celluloid collar and old fashioned butterfly necktie torn off and thrown in a fire of dry leaves near by. This was no great loss, but the humiliation of it grated on "Si's" sensitive nerves.

He was greatly discouraged, but he determined to give High School life a fair trial and stay at least until the Christmas holidays.

Affairs drifted on in the same way, however, and he continued to be the object of ridicule of the town boys. He made a recitation occasionally, but his class standing was a failure. The fall examinations came and he failed hopelessly. He really did not care now whether he passed or not.

Two weeks before the Christmas vacation the principal called him into his office and surprised him greatly by asking him to take part in a debate between representatives of the first and second year classes that was to take place in connection with other numbers of the program for the Friday afternoon before the holidays. Brandon thought a moment and then said that he would take part.

Now Tom was not without knowledge of how a debate was conducted, for many a time he had listened to the sages of his rural community argue loud and long on such important subjects as, "Resolved, That it is easier for a camel to pass through a needle's eye than a rich man to enter heaven."

That evening he tried to do his usual studying, but his whole mind was on the debate. What wild impulse had led him to consent so readily to appear before a body of students before whose eyes he had been made to appear ridiculous every day of his high school career? He put aside his books finally and went to bed, but lay awake wondering why the principal had asked him to take part in a debate. Was he too trying to ridicule him? Heretofore his teachers had been very kind to him. With these thoughts running through his mind he fell into a troubled sleep.

On entering the assembly room the next morning he was hailed by one boy wearing a stylish brown suit with exceedingly large trousers, as "Mr. Calhoun." Another accosted him as "The Webster of Willow Branch." Paying no attention to them, however, he marched to his seat.

In all his spare moments that week and the next he worked hard on his debate. The question of which the two freshmen were to take the affirmative was, "Resolved, That Lincoln was a greater man than Washington." His colleague was inclined to snub him at first, but when he learned that Brandon was a closer student of the life of the great man than he, he approached the country lad in a more friendly spirit. The life and work of Abraham Lincoln had always possessed a charm for Tom and he went at the work of preparing his arguments with a great deal of energy.

At last the great day arrived. Tom made more blunders in his class work that morning than he had ever done before.

The program of rhetoricals and music passed off smoothly and the time for the debate was at hand. The chairman arose, announced the question and then stated how long each debater should speak. The debate was to be a short one and Tom was to be the second speaker. He was also chosen to give the rebuttal.

To give the debate in detail would be merely the compiling of dry facts.

The first speaker, the small sophomore who possessed such an excellent vocabulary, made a masterly argument in favor of the father of his country.

All through this eloquent speech Tom was nervously wondering whether he would break down when his time came to speak.

He tried to remember his speech and had just thought of the opening sentence when he heard the chairman announcing, "The debate will be taken up on the part of the affirmative by Tom Brandon," and he realized that the time had come. Forgetting to address either the chairman or the judges, he awkwardly ascended the steps of the platform and stood near the front of the platform, the pic-

ture of embarrassment. A titter ran around the crowded room. In the short time he stood there trying to remember his speech, many thoughts rushed through his brain. He thought of his mother. How she would like to see him win! And then he thought of his hero, the man in whose favor he had been chosen to speak, and with a rush the opening sentence of his carefully prepared argument came back to him. Forgetting where he was and remembering only that he was defending his ideal, he launched into his subject and spoke with an earnestness that moved his hearers much more than his opponent's eloquence had done.

The tittering ceased and his hearers forgot that they were listening to the green, awkward "Si" Brandon and realized that they were hearing a wonderful argument.

The room was hushed until long after he had finished and another speaker had taken the platform.

The other two speakers, Tom's colleague and his opponent, merely arose, made flowery speeches, denied each other's statements and sat down without making points for either side.

The little sophomore, Tom's worthy opponent, realized finally that he must do something, as this was his last opportunity.

He again stood before the audience and set forth arguments that showed he was master of his subject, but in one unthinking moment he slurred Lincoln's appearance. When Tom heard that slur cast on the great president, he burned with indignation. He now had a few minutes for rebuttal, and mounting the platform strode boldly forward.

His closing argument was greater than his opening. Into this short speech he poured his whole soul. His voice rang boldly, clearly, as he outlined the early struggles of Abraham Lincoln to obtain an education and the manner in which the great martyr carried himself through one of the most trying times in the world's history. And now his opponent presumed to slur this man!

The same hush still pervaded the room while the judges were making their decision. When at last one of them announced that the two freshmen had won, the applause was deafening. Never before had a Lancaster audience been so moved by a mere schoolboy's debate.

"Si" Brandon was the hero of the hour. The principal, his eyes moist for some reason, shook the country boy's hand vigorously, saying, "Well done, my boy, well done," and, as the members of the faculty crowded around and congratulated the awkward youth, they saw something in that face they had never seen before. Determination settled on the well knit features seemed to say, "From now on the Lancaster High School will not have a 'greenhorn' to ridicule, but a representative to praise."

With a light heart "Si" Brandon walked toward his boarding house. He was supremely happy that he had triumphed, but more happy to think that he had "done something." He could now go home and point with pride to that debate he had taken part in and as the years passed proved to him had been the turning point in his high school career.

He reached the door of his room, but paused as he heard with a thrill of pleasure "What's the matter with Brandon?" And immediately came the answer, "He's all right," given by a group of enthusiastic boys and girls passing by.

And then he suddenly remembered that he had thought of leaving the good old school forever. Leave it! How could he?

HOW MY GRADUATION WILL AFFECT THE LANCASTER HIGH SCHOOL

Emily Cronin, "Will I be missed? Well, will I? I'd like to know who Mr. Slothower will ask to play the marches when I'm gone?"

Frank Meyer, "I guess things will tame down some when I'm gone. I went some in my day, all right, all right, all right."

Amine Belscamper, "Well, I guess they'll have to do the best they can without me."

Beth Lisherness, "Oh, I don't care how things progress when I leave, for if I get through that's all that's necessary."

Charlie Metcalf, "I can see a gang at the postoffice corner aching for 'Peter' next year."

Florence Judd, "I refuse absolutely to talk on what I consider an utterly absurd topic."

Charles Petty, "I'm not thinking of how it will affect the school, but it will be awful hard on Pearl Tuckwood."

Anna Richardson, "I don't see that my graduation will affect the Lancaster High School in the least."

Lena Kress, "Es macht nichts aus mit mir."

Belle Walker, "I feel as though I've done my duty for four years, and a good record certainly should have some effect."

Merte Markert, "The school's loss will be the world's gain. I wish people would look at it in that way."

Richard Falley, "Ach, mein Gott, I wish the school would appreciate what a bundle of wit they're losing."

Rush Godfrey, "As for the school, well, I've more important things to think of at the present."

Herbert Taylor, "I've always tried to imbue a spirit of meekness in this High School, but my brother will no doubt carry out my plan."

Ray Moses, "My greatest legacy to the High School is my name, R. Ivan Moses. That ought to lead the way to higher thoughts."

Ethel Taylor:—She smiled and assured the Storm Conter representative that he must be joking.

Rose Udelhofen, "I don't think my leaving will affect the High School to any great extent."

Paul Howell:—Mr. Howell, in his usual modest manner, declined to forecast the gloomy picture of Lancaster High School after his departure.

Pearl McDonald, "I don't care what becomes of the school, but what will become of 'Chrissy'?"

THE LIFE OF THE SKIPPER

BY CHARLES PETER JOHN METCALF

The author of this book has been rendered valuable assistance from the following eminent entymologists: Merton Elizabeth Minty Julep Markert, Maxwell William Jeremiah Kolb, Mabelle Mahitabelle Orton, Rexus Chick Ezekiel Jacobs and Mildred Roberta Minnehe-he Lisherness.

This volume may be considered authoritative, as its compilers are by peculiar circumstances and by their multitudinous experiences amply qualified to dilate effectively in regard to the peculiar results of inex-
cusably absenting oneself from his wonted station in the realm of education, and the book will contain much valuable information on the genus skipper. Copy furnished free. When obtained must be read under the penalties of the law.



FAVORITE BOOKS OF HIGH SCHOOL STUDENTS

- “Molly B(awn),” Emily Cronin
- “Milly,” Rex Jacobs
- “Old Fashioned Girl,” Belle Walker
- “Little Minister,” Merton Markert
- “Prisoners of Hope,” Freshmen before exam.
- “Les Miserables,” Freshmen after exam.
- “Rhymes of Childhood,” Richard Falley
- “Witch Hazel,” Harry Andrew
- “All Sorts and Conditions of Men,” Sophomores
- “Dream Life,” Rose Udelhofen
- “Not Like Other Girls,” Jessie Ziegler
- “Intellectual Life,” Miss Kilbourn
- “Great Expectations,” Amine Belscamper
- “Chatter Box” Lena Kress.
- “The Tale of a Tailor,” Ethel Taylor
- “Our Bessie,” Clare Totman
- “Don’t See the Point,” Beth Lisherness
- “What Gold Cannot Buy,” Roxy Allen
- “Through the Looking Glass,” Pearl Wright
- “Love’s Labor Lost,” Ruby Martin
- “Ye Nut Brown Mayde,” Florence Judd
- “Vanity Fair,” Pearl McDonald
- “Emmy Lou,” Frank Meyer
- “Muldoon’s Joke Book,” Ora Stitzer
- “Jolly Good Times,” Paul Howell

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p eMIL TamMP HULE!



FAVORITE SONGS

- “Josephine, My Jo,” Prof. Duncalf
- “Just One Girl,” Charles Petty
- “Teasing,” “Always in the Way,” Ned Ivey
- “Mabel Waltzes,” Max Kolb
- “Tramp, Tramp, Tramp,” Clarence Gates
- “Because I Love you so,” Lillie Garner
- “Ward,” Bessie Gibbs
- “Come where the Lillies Bloom,” Clarence Webb
- “Same Old Crowd,” Seniors
- “Because,” Fred Weir
- “When the Lights are Turned Away Down Low,” Emily Cronin
- “In a Cosy Corner,” Frances Andrew
- “He Never Cares to Wander from his own Fireside,” Herbert Taylor
- “You’re as Welcome as the Flowers in May,” Theda Howe
- “For Old Times’ Sake,” Charles Metcalf
- “Blaze Away,” Charlie Eustice
- “Stella,” Stella Smith

THE RIVALRY

It was in the early fall;
To each class there came a call
For a News report.
In succession every class
Strove the others to surpass
With the news.
Till at last there came a day
When the Sophs got much too gay,
Woe to them.
Seniors then took up the knife,
Earnestly began the strife,
Bound to win.
Sophomores, as you know, are bright
And then they think that they're all right,
You can bet.
But this time they simply couldn't,
For the Seniors surely wouldn't
Let them get ahead.
Tired of battle, they at last
Owned themselves to be outclassed,
And no news they gave.
All excitement had died out,
Sophs looked helplessly about
For some Senior's aid.
If some moral you would find,
You could see it were you blind,
'Tis simply this:
"Every time there is a fight,
Seniors come out all right, all right."
Rah, for Victory.



OUR ENGLISH LITERATURE TEACHER

To us there came an instructor
Far famed as a teacher of "Lit;"
We could not help loving her dearly,
For she certainly made a great hit.
Before us she came sweet and pleasant,
Her countenance beaming with joys;
But how different the change that came o'er it
When she spoke to those terrible boys.
How sternly did she chide them,
For beauty they never could see;
How hopelessly then to strive onward,
They ever would "scandalous" be.

A. M. B.

GREATEST NOVEL OF THE AGES

POSTHUMOUS WORK OF THE CLASS OF 1904

Intensely Interesting--Thrilling Climaxes--Pathetic Appeals--Unsurpassable Production.

This book of five chapters seems like a sketch of a great story, beautifully illustrated. Authors, Class of 1904.

CHAPTER I, Pages 1-60:—This chapter comprises the papers and discussions at the first meeting of the class of 1904. Great determination to begin its work for the class annual is shown.

CHAPTER II, Pages 60-125:—Chapter two has some pleasant bits of human nature, and one or two lovable quarrels. Class divides, some for and some against the annual.

CHAPTER III, Pages 125-186:—In this chapter, many thrilling incidents of what might be accomplished are given, and we may be allowed to think they are slightly exaggerated.

CHAPTER IV, Pages 186-250:—There is a little more than a recital of nothing in this chapter.

CHAPTER V, Pages 250-300:—Opens with class meeting. A great struggle between factions. Mr. Baldwin, who twists Pres. Carter around his finger, arises and gives a heart rending speech about flunking, which brings all present to tears. They decide not to have the annual.



THE MODERN DIOGENES LOOKING FOR THE STORM CENTER OF 1904

WHAT THE GIRLS THINK OF THEM

Rush Godfrey with his charming air
Has pleased the many maidens fair;
A magnet lies in heart and tone,
But ah, he has a heart of stone.

'Tis Charlie Metcalf's dashing form,
His fine and honest face
That takes the pretty girls by storm,
Proud subjects of his grace.

But Herbert Taylor's wistful eyes
Speak love to none beneath the skies.
Where there's a will there's a way,
And that is what most of us say.

With bright and winning blue gray eye,
And keen admiring looks,
Richard Falley brings to the fly
Fair ones unmindful of the hooks.

And Charlie Petty 'tis no use to catch,
That Soph girl and he make such a match.
With manners so coy, and glances so shy,
He keeps within sight of her watchful eye.

- Ray Moses too with happy face,
Beams on all maidens fair;
Though gentle, kind and always true,
His catches still are rare.

Frank Meyer with determined look,
And argument most strong,
Rarely fails to bring one maid
To see right when wrong.

Last but not least Paul Howell we esteem;
On him our choicest smiles do beam.
Slender, tall and kind is he,
And always busy as a bee.

We love the boys, God bless them all,
And in our travels 'round,
None so noble, brave and good
As L. H. S. boys have we found.

A. B.
P. M.
M. M.

THEY'RE FRESHIES YET

See yonder youth and maiden shy,
Who laugh and chat and a' that;
Those youthful ones we pass them by,
We're Seniors now and a' that;
For a' that and a' that,
Their giggles, simpers and a' that;
Perhaps they too will Seniors be,
They're Freshies yet for a' that.

They gaze with wonder at our deeds,
Our careless ways and a' that;
Our weighty words they take to heart,
They're young and green and a' that;
For a' that and a' that,
Their baby faces and a' that,
We still must pardon them and think
They're Freshies yet for a' that.

They sigh and tremble at "exams,"
"Cram" evenings and a' that;
In spite of this their fate is doomed,
They soar too high and a' that;
For a' that and a' that,
They're honest chaps, tho' e'er so green,
They're Freshies yet for a' that.

With wiggle, giggle, turn and twist,
They now try this and now that;
While in despair the artist strives
To keep them quiet and a' that;
For a' that and a' that,
Their pictures and a' that;
We Seniors think, and sure we know,
They're Freshies yet for a' that.

They too must tread the path we've trod,
The same things learn and a' that;
They know not yet the toils to come,
The "quizzes," "flunks" and a' that;
For a' that and a' that,
Their wisdom sage (?) and a' that;
They lack that broad experience,
They're Freshies yet for a' that.

L. K.
B. W.

LANCASTER HIGH SCHOOL ALUMNI

The Lancaster High School Alumni Association was reorganized June 14, 1904. Its purpose is to keep us in touch with our Alma Mater, to renew old friendships and to recall the pleasant days of school life. The graduates who have left our school number more than three hundred and are occupying various and widely sundered walks of life.

The first reunion is to be held June 23, 1905, at which time more than two hundred members are expected to be together. The officers chosen were: President, Ellen W. Tennant, '77; Vice President, V. L. Showalter, '90; Secretary, Burne Pollock; '99; Treasurer, Fayette Baldwin, '04; an executive committee consisting of one representative of each class.

Surely, "Auld acquaintance will not be forgot,
And the days of Auld Lang Syne."



THAT WHICH FOLLOWS

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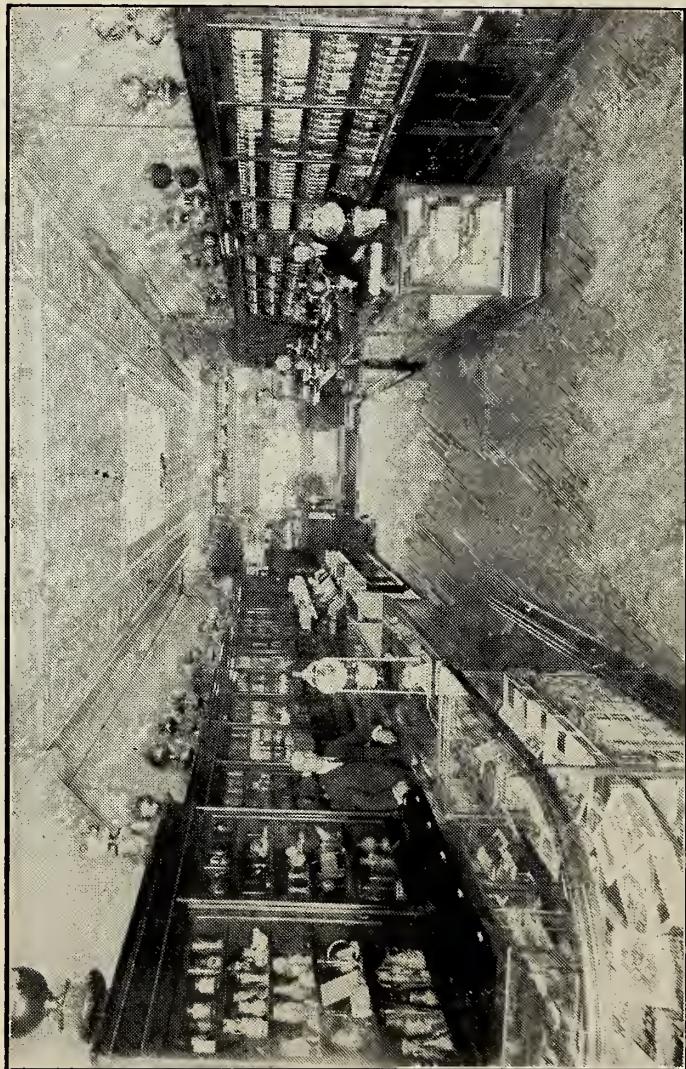
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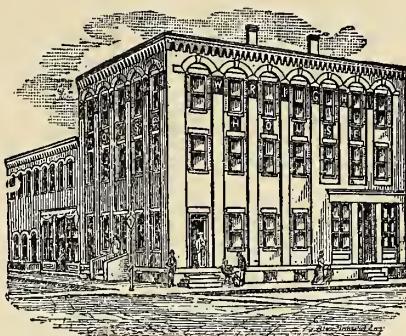
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LANCASTER, WISCONSIN

ABSTRACTS OF TITLE

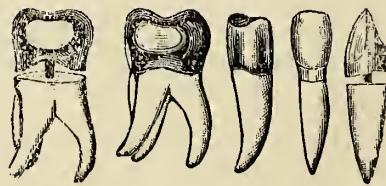
REAL ESTATE AND CONVEYANCING

Fire and Tornado Insurance

H Is for Hobbo,
Whose pictures are quite fair.

Moore, Dentist

LESS PAIN

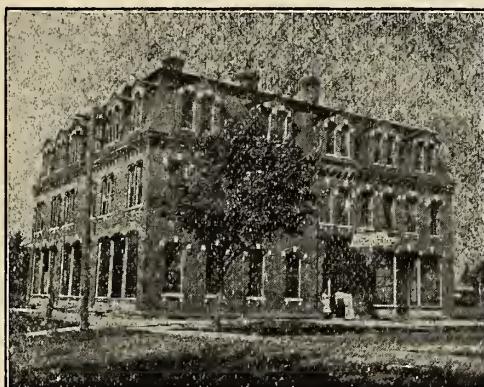


O Is for Order
We have it in school.

NORTHWESTERN HOTEL

J. M. Guy & Son, Proprietors

Furnace
Heated
and
Electric
Lighted



Sample
Rooms

Bus to and
from
All Trains

LANCASTER, WISCONSIN.

O Is for Oration,
Grafts sometimes are in rule.

D. B. GRISWOLD

Manufacturer of and
Retail Dealer in :: :

The Following High Grade Brands of
CIGARS

LITTLE JOKER

Our 5c Leader

BILL HINMAN

LOUISE POOL

Our Clear Havana 10c Cigar

T. F. ORTON Dealer in Best Coal

Give me a call and I'll explain,
Though you think it very funny,
Your money burns my coal, also
My coal will burn your money!

Call on —

C. B. ANGUS

- For -

FINE MEATS AND GROCERIES

Phone 19

Lancaster, Wis.

DR. J. W. GIBSON

DENTIST

LANCASTER, WIS.

POSTOFFICE BLOCK

L Is for Literature,
Which we can not help detest.

Geo. B. Clementson

Attorney at Law

Lancaster, Wisconsin

Bennett Block



L. Weber

The Leading Shoe House of
this City Keeps all Kinds of

Footwear

Prices the Lowest * Give us a Call

L. WEBER

The Shoe Man

LANCASTER : : : WISCONSIN

N Is for the Base Ball Nine,
Considered not the best.

E. M. Lowry

B. C. Gartheim

Lowry & Gartheim
Lawyers

Lancaster, Wisconsin

J. E. BARNETT & SON

Dealers in
WOOD, HAY AND STRAW

Proprietors 'Bus and Dray Line
LANCASTER, : : : WISCONSIN

Kendle Brothers

Dealers in and
Manufacturers of

HIGH GRADE DOMESTIC CIGARS

Lancaster, Wisconsin

I Is for Intellectual,
Of course we all must be.

Old Restaurant in New Hands

I desire to state that I have purchased the stock of goods in the well known Joe Smith Restaurant, and have just put in a complete new stock of the Finest Confectionery to be had anywhere. Also Fruits, Nuts, etc., and all kinds of Tobaccos and Cigars. Meals and Lunches at all hours.

I solicit a share of your patronage,
Albert J. Woodruff

The Starr Barber Shop
Give Us a Call

J. M. GODFREY, M. D.
PHYSICIAN AND SURGEON
LANCASTER, WISCONSIN
OFFICE OVER
FIRST NATIONAL BANK

Special Attention to
Commercial and City Trade

Barn One Block South
of The Wright House

Thompson & Ludchka
CITY LIVERY AND FEED STABLE

Union Phone No. 50

Lancaster, Wis.

N Is for "Noughty Five,"
A better class you'll ne'er see.

ALFRED WARREN
Monuments in Marble and Granite
*Stock and Work-
manship Guaranteed*

INSCRIPTIONS CUT

Lancaster, Wis.

E. H. HYDE

The UMBRELLA-PARASOL HOSPITAL

New Covers in Both Plain and Fancy Colors Put
on and Your Umbrella Made as Good as New

*Scissors Grinding, Saw Filing, Bicycle
and General Light Repairing of all Kinds*

Call at Rock Building

LANCASTER, WISCONSIN

Call on

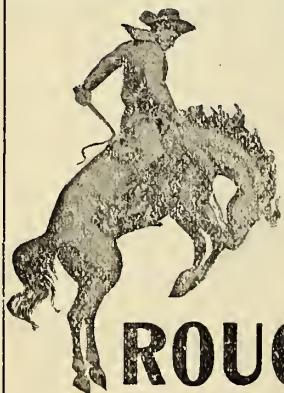
Miss C. E. Pender

For the Best

Stylish and Up-to-Date Millinery

MISS C. E. PENDER
LANCASTER, WIS.

E Is for the Eleven,
That never lost a game.



WEAR NO

Working Pants Overalls or Work Shirts

But those Bearing the

ROUGH RIDER BRAND

They are all Right.

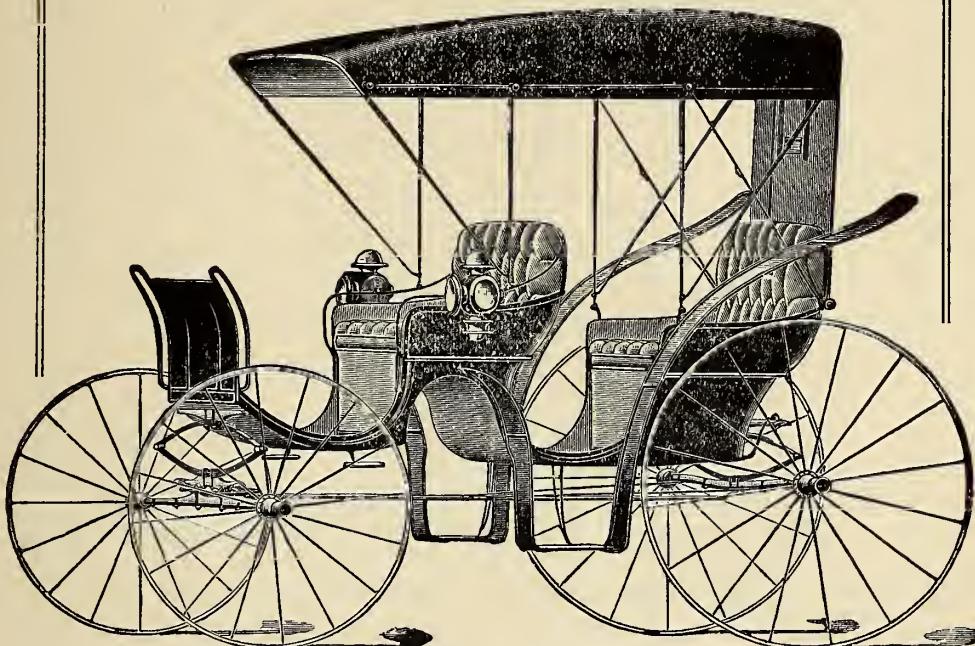
Made by the

Rough Rider Mfg. Co.

Lancaster, Wis.

A. J. HYDE

Farm Machinery and Vehicles



We Handle the Old Reliable Woodmanse Wind Mills

Do you need anything in the Carriage, Top Buggy, Farm Wagon and Farm Truck Line? I carry two of the largest lines in the state.

Carriages, Buggies and Farm Machinery of all Kinds

I handle the old reliable makes of goods as follows:

Racine-Sattley Co., Northwestern Manufacturing Co., Capital Manufacturing Co., Wisconsin Carriage Co. and Sturtevant & Larrabee Co. Carriages, Surrays, Top Buggies, Farm Wagons, Farm Trucks, Bobsleighs and Cutters. Moline Plow Co., Parlin & Orendorff Co., Emerson Manufacturing Co., Thomas Manufacturing Co., Monitor Manufacturing Co., Empire Cream Separator Co. and Kemp & Burpee Manufacturing Co. Cream Separators, Gang Plows, Sulky Plows, Walking Cultivators, Riding Cultivators, Harrows, Corn Planters, Disc Harrows, Deering Binders, Mowers and Rakes.

Have you seen the Success Manure Spreader, the only spreader that is a success in every way? Call and see me and look my line over whether you are in need of anything or not. I will be only too glad to show you through my line of goods, and you will find my prices are right.

Yours to please,

A. J. HYDE

ALL GOODS GUARANTEED

T Is for Trips,
They've taken all the same.

Reed & Carter
Dentists
Lancaster, Wisconsin

Office over
First National Bank

E Is for Excellent,
Our papers get that mark.

S. E. HASSELL
PHYSICIAN
AND SURGEON
LANCASTER, WIS.

CLYDE SUTTLE

Original Drawings for Signs and Advertising

DRAWINGS IN THIS BOOK ARE SAMPLES

E Is for Excitement,
That e'er attends a lark.

P. T. STEVENS W. A. JOHNSON G. A. STEVENS
PRESIDENT CASHIER VICE PRESIDENT

First National Bank

Capital \$25,000

PAYS INTEREST ON DEPOSITS
MAKES COLLECTIONS

TRANSACTS A GENERAL BANKING BUSINESS
ALL PRODUCE CHECKS CASHED AT FACE

IN OUR NEW BUILDING
OPPOSITE THE POSTOFFICE

LANCASTER, WISCONSIN

CUT FLOWERS
Ornamental and Bedding Plants
* AT *
Taylor's Greenhouse.

H. W. BROWN W. J. BRENNAN
BROWN & BRENNAN
ATTORNEYS AT LAW
LANCASTER, WIS.
BAXTER BLOCK

CHAS. M. KLARMAN
MONEY TO LOAN
On Notes and Good Real Estate Security
BAXTER BLOCK
LANCASTER, WIS.

N Is for Now,
The time to do it all.

HAIR CHAINS AND CHARMS
*Made to Order. Call and see
Samples at Barber Shop.*

GEO. N. GIBBS.

P. L. Scanlan
Physician
and Surgeon
Lancaster, Wis.

W. E. SHIMMIN
ATTORNEY AT LAW
Fire Insurance Agent Justice of the Peace
LANCASTER, WIS.

MISS BARBARA SCHLOESSER
MILLINER
And Dealer in
FANCY GOODS
Wright House Block Lancaster, Wis.

F. P. BARNETT

Jewelry, Watches, Clocks, Fine China

WATCH MOVEMENTS

Elgin	Waltham
Hampden	Illinois
Rockford	Hamilton
New England	Seth Thomas
Trenton	Swiss

GOLD FILLED CASES

Crescent	Boss	Crown
Fahy	Dueber	
Bates & Bacon		

STERLING SILVER CASES

GENUINE SILVERINE CASES

SILVER PLATED WARE

Rogers	Rockford
E. H. Smith	Oneida

CLOCKS

Seth Thomas	Gilbert
Ingraham	Parker
Four Hundred Day	

RICHARDS' HAND PAINTED CHINA

Is the only real nice china in the county. I also carry the French china and the factory hand painted china at a much less price than you can buy elsewhere. Everybody knows that we carry the largest and best line in Grant county, and almost everybody know that we sell good goods at the lowest price in Grant county.

F. P. BARNETT,

LANCASTER, WIS.

The Leading Jeweler

F Is for the Five,
Who played at Basket Ball.

: For :

QUICKEST SALES

At the

HIGHEST PRICES

On all Kinds of

Hogs, Stockers, Feeders, Fresh Milkers, Springers, Bulls, Butchers' Stock, Veal Calves, Sheep, Lambs, Choice Coach, Driving and Draft Horses



Call, Phone, Write or Wire

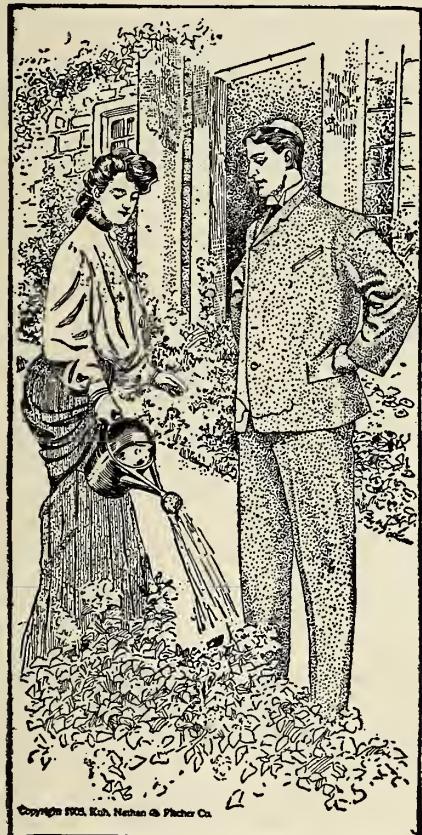
GEO. A. MOORE

Lancaster, : : : Wisconsin

Farmers and Union Phones

I Is for Idoit,
Away with him, away.

"GROWS LIKE A WEED"



Copyright 1903, Koch, Nathan & Fischer Co.

You often hear this expression used in reference to young fellows who shoot up to man's stature so rapidly as to call for such remarks. Naturally it takes time to fill out in breadth and thickness to correspond with height. In the meantime these young men are seen about with trousers up to their shoe tops, sleeves half-way up to elbows, and coats of the "bob-tailed" variety. It isn't necessary, at all; for we have young men's clothing specially made for these slender fellows; and what's more to the point, the coats are made with that dashy broad-shouldered effect full chested and roomy; yet perfect fitting in every detail. Trouser are cut somewhat on the peg-top effect, and in short, they are clothes such as a young man ought to wear. Fabrics are a little brighter as a rule; quality is just as good and prices are low enough to suit anybody.

SEE US BEFORE BUYING

Suits \$10 to \$20 Top Coats and Cravettes \$7.50 to \$20

THE HUB

Headquarters for Hats, Shirts, Furnishings

Guaranteed Merchandise Largest Stock Leaders of Low Prices

V Is for Vim,
We use it every day.

IT'S THE TOUCH



OF THE STORY & CLARK PIANO

as well as the tone that satisfies the most critical.

The Touch is light, yet firm, and gives the player that confidence so necessary.

The Tone, sympathetic to a degree, powerful when desired, or soft to an extreme. "It enables the player to realize his conceptions."

An Ideal Piano

and one that should be examined by every intending purchaser.

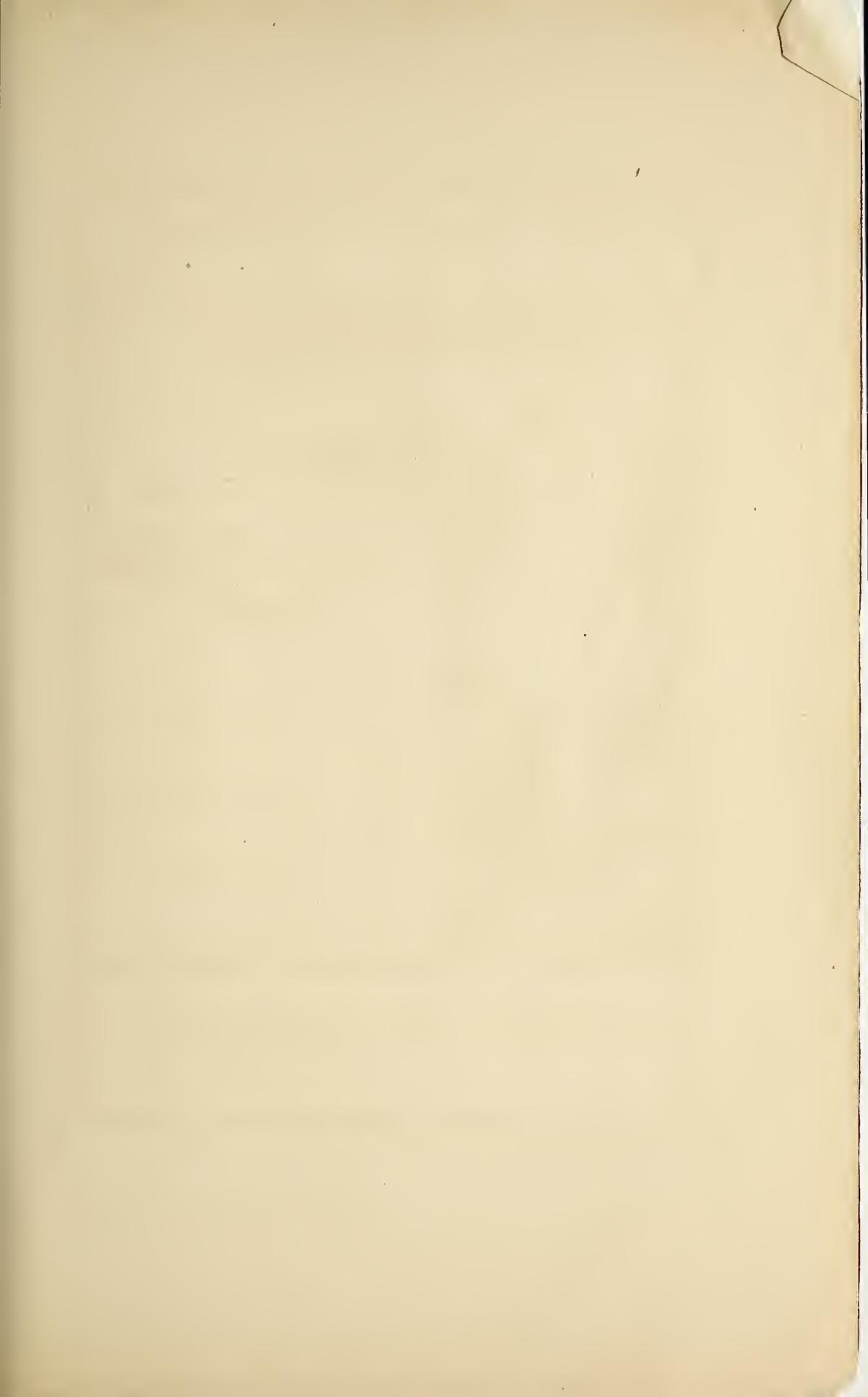
ROBERTS & GROENIER

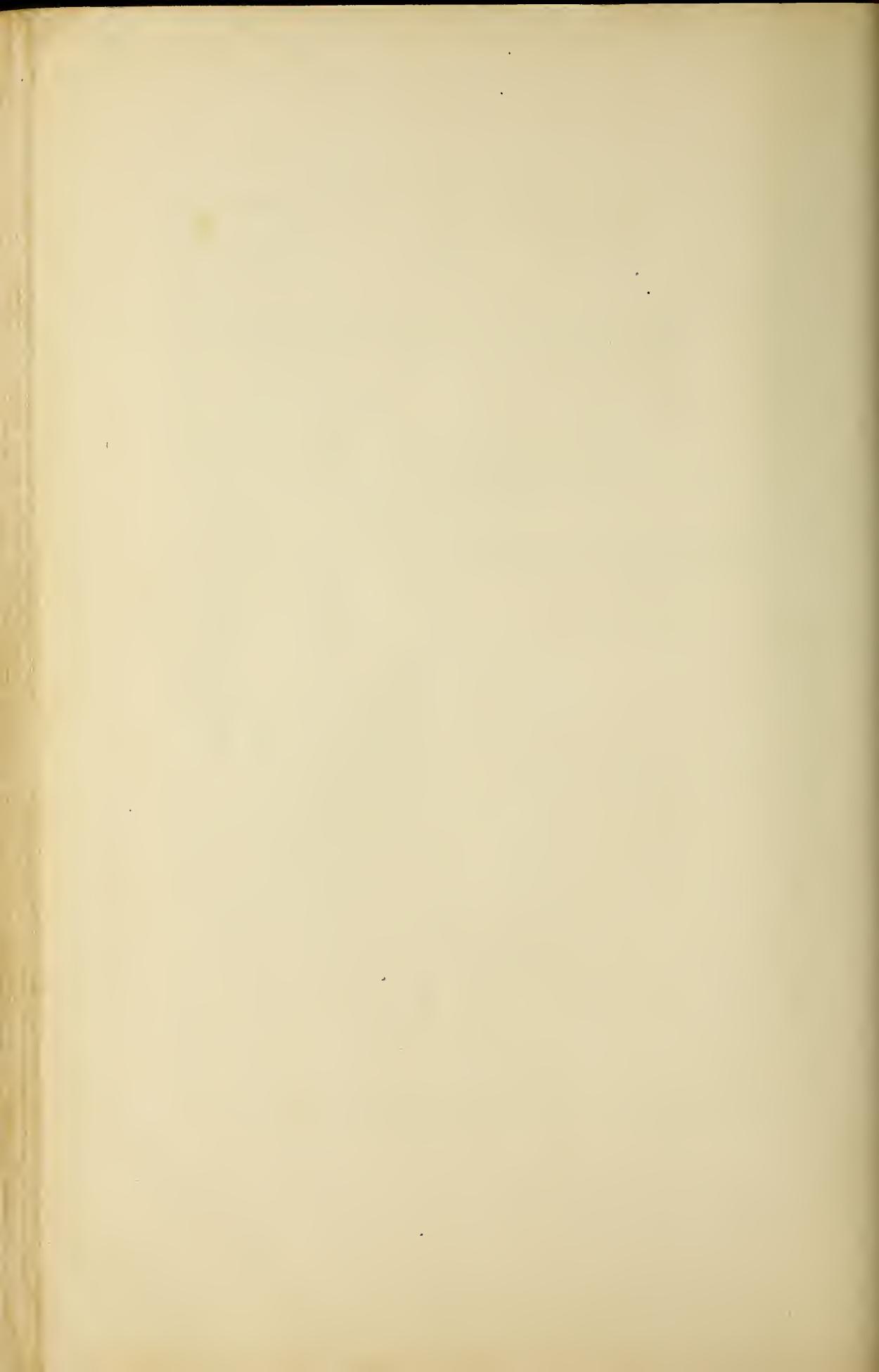
Musical Depot

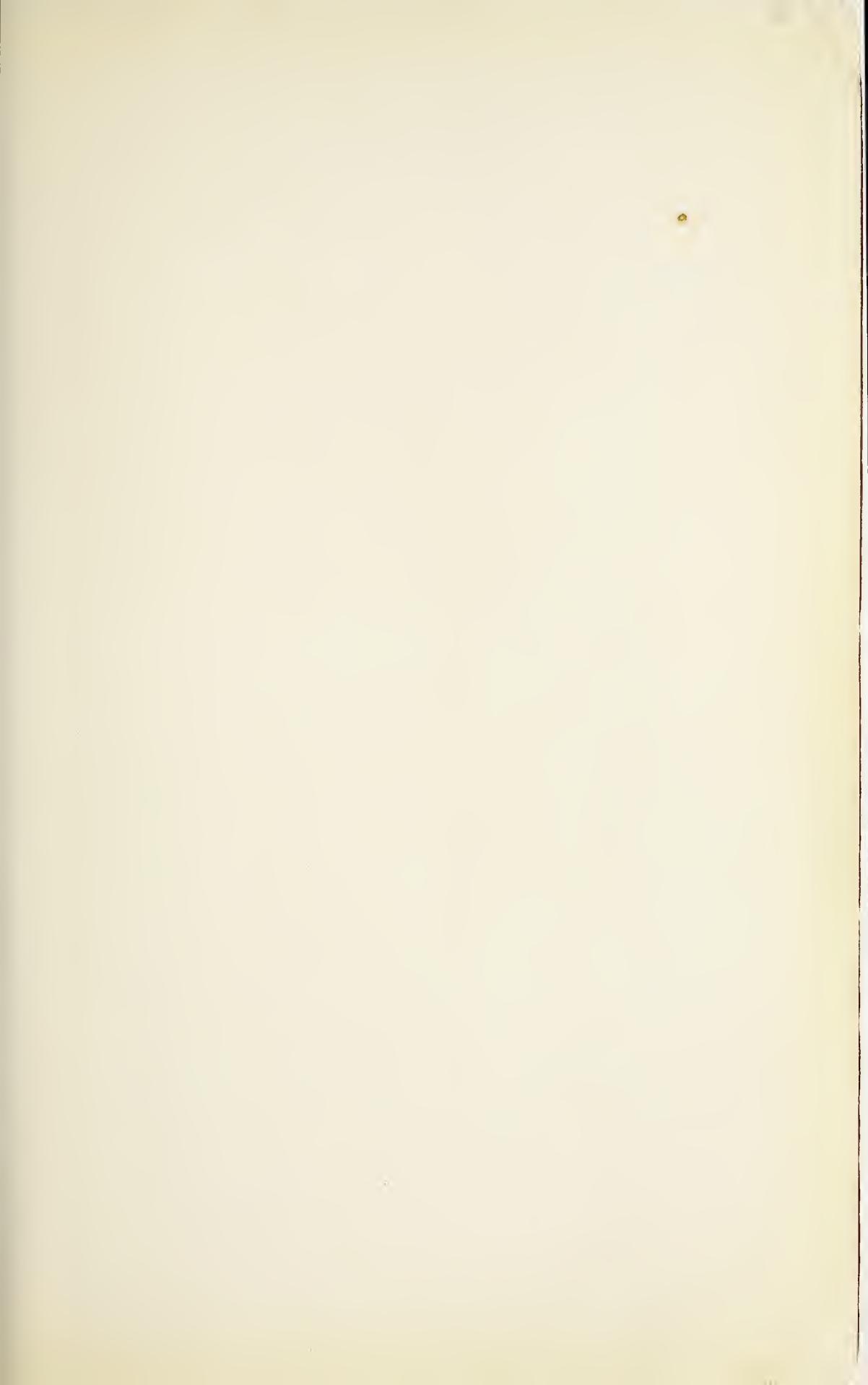
Lancaster, Wis.

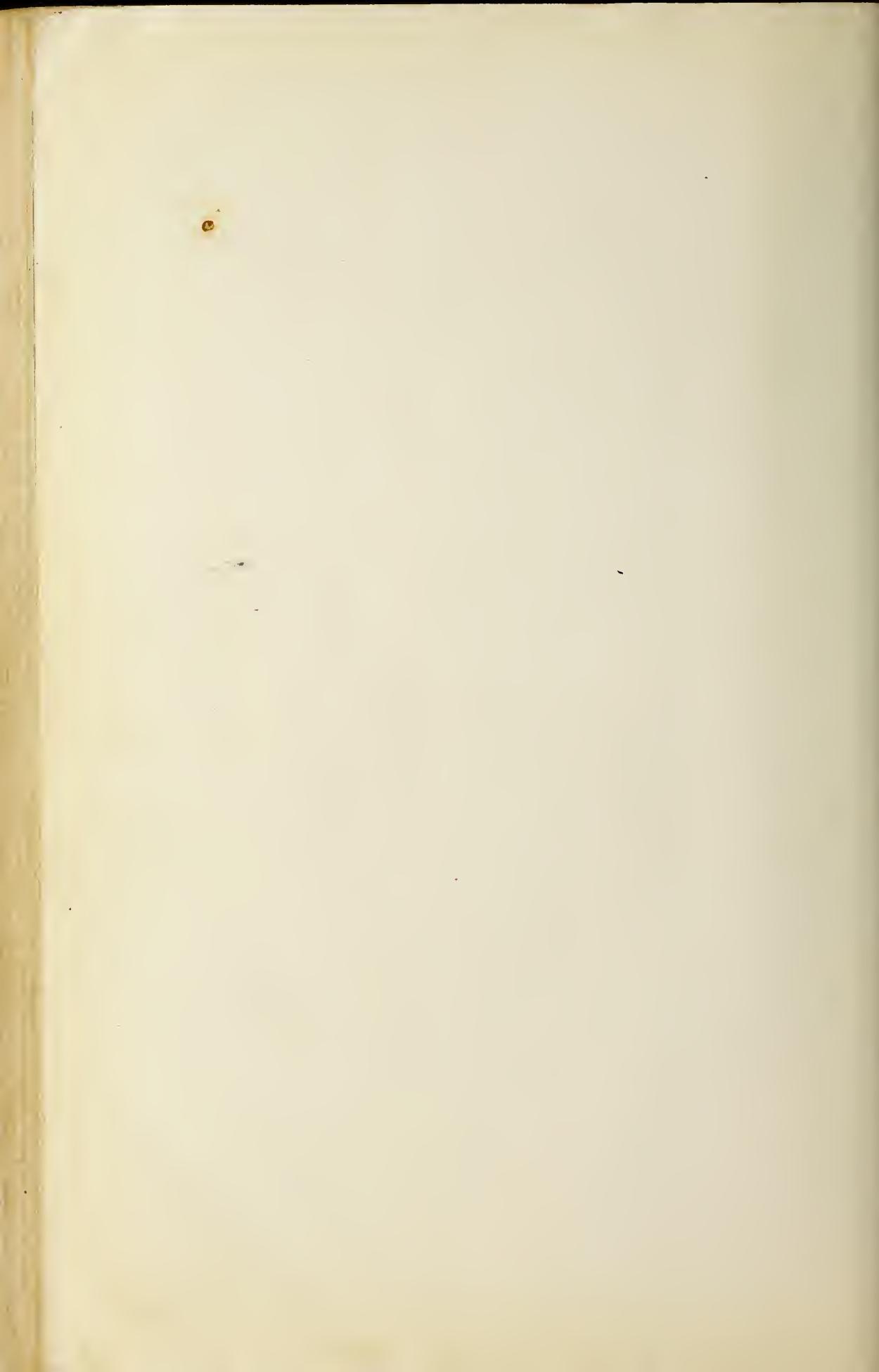
E Is for Energy,
Expended in these lines.

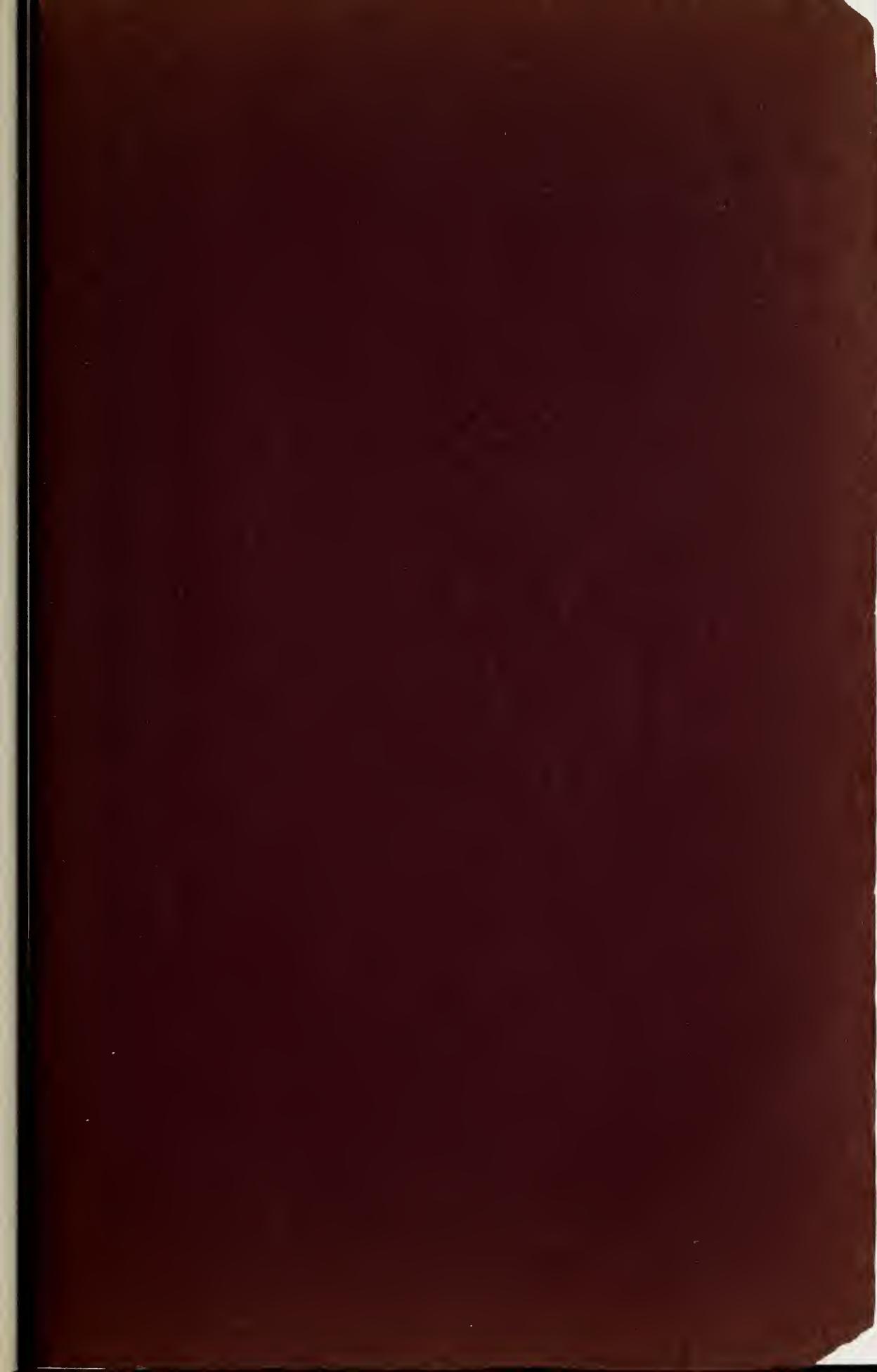
But every Senior knows,
He'll ne'er see better times.

















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